ED 248 317 AA 001 130

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AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402. On annual subscription, $95.00 (Domestic), $118.75 (Foreign).
LANGUAGE- English
EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131) Collected Works - Serials (022)
DESCRIPTORS- *Abstracts; Catalogs; Education; *Educational Resources; *Indexes; Resource Materials
IDENTIFIERS- *Resources in Education

Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,500 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (LRS/WTB)

ED 248 331 CE 039 578

Cluster Guide. Accounting Occupations.

Beaverton School District 48, Oreg.

SPONS. AGENCY- Oregon State Dept. of Education, Salem. Career and Vocational Education Div.
PUB DATE- 84
NOTE- 149p.; For related documents, see CE 039 577-580.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Accountants; *Accounting; Bookkeeping; *Computer Oriented Programs; Course Content; *Curriculum Development; *Demonstration Programs; Disabilities; Disadvantaged; Educational Planning; Education Work Relationship; Employment Potential; High Schools; Job Skills; Learning Activities; Mainstreaming; Microcomputers; Models; *Occupational Clusters; Occupational Information; Office Occupations Education; School Business Relationship; Services; Technological Advancement

Based on a recent task inventory of key occupations in the accounting cluster taken in the Portland, Oregon, area, this curriculum guide is intended to assist administrators and teachers in the design and implementation of high school accounting cluster programs. The guide is divided into four major sections: program organization and implementation, instructional emphasis areas, student assessment, and appendixes. The first section is designed to help program planners understand goal-based planning and the overall design and structure of an accounting cluster program. The second section defines the curriculum content of a model accounting program and suggests learning activities for each of the course goals. (Course goals include all skills, knowledges, and attitudes needed for successful employment in the key occupations of accounting.) The third section of the guide is devoted to student assessment and is intended as background information for the instructor. The final section (appendixes) of the guide provides employment information for accounting occupations; job descriptions for the key occupations of accounting; a summary of the task inventory data on which the guide was developed; a skills record; facility, equipment, and supplies recommendations; resources for textbooks, curriculum, and accounting software; a matrix that shows the commonalities of accounting goals with the office occupations clusters; and instructional strategies for disadvantaged and handicapped students. (KC)

ED 248 345 CE 039 617

Helping Shape Tomorrow's Work Force. A Reference Manual for Occupational Advisory Committees.

Oregon State Advisory Council for Career and Vocational Education, Salem.

PUB DATE- 84
NOTE- 114p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adults; *Advisory Committees; Agency Cooperation; Career Education; *Educational Planning; Guides; Job Training; Needs Assessment; Postsecondary Education; Problem Solving; Program Evaluation; *Responsibility; *School Business Relationship; Secondary Education; *Vocational Education

This publication provides information and detailed and specific answers to all parties involved in developing successful advisory committees--educators, business, industry, and labor. The first section of the manual discusses types of advisory committees, their authority, and functions. In the second section, establishment of occupational advisory committees is discussed, including preliminary planning, charters, adoption of bylaws, and appointment of members. The third section covers advisory committee operation--meetings, officers, and reporting results of committee recommendations. The fourth section discusses development of a program of work and functions of advisory committees as program of work activities. The final six sections cover local advisory committees as part of state-level programs, obtaining technical assistance, advisory committees as advocates for strong business and labor partnerships with education, state-level program advisory committees, and responsibilities of both state and national advisory councils. Appendixes include sample advisory committee materials (e.g., bylaws, charter, self evaluation form), and a packet of forms developed to be used in the survey process. In addition, a booklet, intended for wide distribution to new members of committees, offers general information. It describes an occupational advisory committee and types of advisory committees and summarizes functions, operation, responsibilities, membership, and cooperation with other agencies. An organizational chart is provided, and participants' roles are described. Recommendations for obtaining information are made. Finally, a packet of transparency masters accompanies the reference manual. These correspond to topics covered and illustrate the definition of an advisory committee; types, functions, and operation of the committee; meetings; reporting the results of committee recommendations; development of a program of work; functions of a committee as program of work activities; cooperation with other agencies; state advisory committee functions; individuals in the advisory process; a technical assistance matrix; and a sample program of work. (YLB)

ED 248 358 CE 039 648

Fang, Rong-Jyue
Developing a Model for Analyzing Administrators' Professional Commitment in Pennsylvania Postsecondary Vocational Technical Schools. Final Report. Vocational-Technical Education Research Report, Volume 22, Number 3.
Pennsylvania State Univ., University Park. Div. of Occupational and Vocational Studies.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Technical Education.
PUB DATE- Jun 84
NOTE- 122p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; *Administrator Characteristics; Administrator Qualifications; *Career Planning; Decision Making; Educational Background; Educational Research; Job Satisfaction; Job Skills; *Models; *Postsecondary Education; Teaching Experience; Values; *Vocational Directors; Vocational Education; Vocational Schools
IDENTIFIERS- *Commitment; Pennsylvania

A study was designed to develop a model that would describe the development of commitment to the administration profession in vocational-technical education and the degree to which it might be found among the individuals who possess it. Study participants were 197 administrators from 63 postsecondary vocational-technical institutions identified from "The College Blue Book" (1981). A questionnaire collected information on basic background and these career and professional variables: career decisions, career preparation, professional competencies, professional values, professional commitment, and professional satisfaction. It was hypothesized that: (1) there would be no difference among administrators based on background variables; (2) there would be no difference among administrators for the career and professional variables; (3) there would be little difference among administrators for the relationship between professional commitment and the career and professional variables; and (4) there would be no difference between administrators with and without teaching load in the career and professional variables. Results indicated that: most administrators had education-related majors; had much teaching and administration experience; were involved in upgrading or inservice education three to four days a year; stood neutral concerning professional values; on the average, were confident about professional competencies; were highly committed to their profession and on the average were satisfied with their profession. Administrators showed differences in career decisions and professional preparation. Highly committed administrators had significantly higher professional confidence and satisfaction. (The questionnaire and correspondence are appended.) (YLB)

ED 248 372 CE 039 692

Paule, Bob A.
Fluid Power Systems Maintenance and Operation. Instructor's Guide.
Missouri Univ., Columbia. Instructional Materials Lab.

PUB DATE- Jul 84
NOTE- 382p.; For related documents, see ED 234 220 and ED 234 238.
AVAILABLE FROM- Instructional Materials Laboratory, 10 Industrial Education Bldg., University of Missouri-Columbia, Columbia, MO 65211 (Catalog No. IE-110-I).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Course Descriptions; Curriculum Guides; *Equipment Maintenance; *Fluid Mechanics; *Hydraulics; Industrial Arts; *Industrial Education; Learning Activities; Lesson Plans; Postsecondary Education; *Power Technology
IDENTIFIERS- *Troubleshooting

Written to complement the Fluid Power/Basic Hydraulic and Basic Pneumatics guides, this curriculum guide contains materials for a seven-unit course in fluid power systems maintenance and operation. Units, which consist of one to eight lessons, cover these topics: preventive maintenance, repair machine malfunctions, overhaul/recondition hydraulic equipment, fluid sampling, test equipment, service equipment, and current system trends. Each lesson may contain some or all of the following: scope of unit; lesson objectives; supplementary learning/teaching items; student informational assignment; references (instructor's additional information); introduction; outline of key points; interaction (review) items; classroom, laboratory, shop, or other activities; evaluation items; answers to evaluation items; and transparency masters. Both information and demonstration lessons are provided. (YLB)

ED 248 385 CE 039 715

Peace, Betty; Lovelace, Bill
Cooperative Vocational Education: An Alternative Delivery System for Small Schools. Final Report.
North Texas State Univ., Denton.
SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE- Jun 83
NOTE- 99p.
CONTRACT- 33420011
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Advisory Committees; Competence; *Cooperative Education; Cooperative Planning; Curriculum Development; *Delivery Systems; Demonstration Programs; *Instructional Development; Instructor Coordinators; Models; Nontraditional Education; Program Development; Program Implementation; Questionnaires; School Business Relationship; *School Districts; *Small Schools; State Surveys; Statewide Planning; Teacher Certification; Teacher Qualifications; *Vocational Education
IDENTIFIERS- *Small School Districts; Texas

A project was conducted to develop a vocational instructional program designed to meet the vocational needs of students in small school districts. During the first phase of the project, a literature review was conducted to identify the philosophical bases, purposes, and structures that characterize cooperative vocational education programs and also to determine the characteristics of typical student participants in these programs. Next, a survey was administered to five school districts in Texas in order to collect data concerning current practices and systems for delivering cooperative, multi-occupational instruction. Based on these data, a model was developed that provided for on-the-job vocational training arranged and supervised by a teacher-coordinator. Addressed in the model were the following four components: the employment community, the school, the student, and the advisory committee. Pursuant to the development of the program model, 20 students from a small school received training for entry into occupations through vocational units for which the small school did not otherwise qualify. (Approximately three-fourths of this document consists of appendixes containing the following materials: results of a survey of 10 schools for information about multi-occupational cooperative training, examples of the activities performed in the selection of the cooperating school, the model for cooperative vocational education in small schools, and the report of a consultant evaluation specialist concerning the effectiveness of the project.) (MN)

ED 248 399 CE 039 732

Kershner, Keith M.
Assessment of the Impact of the Bureau of Vocational Education's Guidance Program. Final Report.
Research for Better Schools, Inc., Philadelphia, Pa.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Technical Education.
PUB DATE- 30 Jun 84
NOTE- 136p.; For a related document, see CE 039 731.
CONTRACT- 83-4015
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Career Awareness; *Career Education; Career Exploration; *Career Guidance; Career Planning; Correctional Education; Disadvantaged; Educational Finance; Educational Planning; Elementary Secondary Education; Employment Potential; Federal Aid; Job Placement; Job Skills; Occupational Information; Postsecondary Education; *Program Effectiveness; Program Evaluation; *Program Improvement; Sex Fairness; Sex Stereotypes; State Departments of Education; *State Programs; *Statewide Planning
IDENTIFIERS- *Pennsylvania

As mandated by the Vocational Education Act of 1976, an evaluation was made of Pennsylvania's vocational guidance program for the 1979-80 through 1981-82 fiscal years. The study objectives were to describe the funded projects, evaluate their impact, and explore local capacity development. The study was guided by evaluation questions in five areas: Federal priorities, Pennsylvania's approach, program activities, program outcomes, and policy recommendations. The methodology relied primarily on analyzing existing data and interviewing state and local project staff. Federal priorities were found to accommodate Pennsylvania's program needs fairly well, but funding allocation procedures to states may give Pennsylvania less than its fair share. Likewise, the Pennsylvania Department of Education's administration of the program was handled well, but the process of setting project priorities for funding greatly restricted the number of districts that could compete for guidance projects. In the three years studied, more than $4 million was used to fund more than 250 guidance projects affecting a quarter of a million participants in elementary, postsecondary, and corrections environments. Emphases included vocational information, career awareness, employability skills, and assessment/career decision making. Few projects assessed impact empirically, but services were extended to underserved populations and there was some evidence of impact in job and educational placement, career planning, awareness of occupations, self-awareness, and awareness of sex role stereotypes. Recommendations were made regarding funding allocation, project information systems, and state-level guidance program development. (Author/KC)

ED 248 412 CG 017 684

Gottfredson, Denise C.
Youth Employment, Crime, and Schooling: A Longitudinal Study of a National Sample. Report No. 352.
Johns Hopkins Univ., Baltimore, Md. Center for Social Organization of Schools.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Mar 84
NOTE- 35p.
GRANT- NIE-G-83-0002
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; Attendance; *Delinquency; *Delinquency Prevention; Drug Use; Educational Experience; Elementary Secondary Education; Longitudinal Studies; Parent Child Relationship; Sex Differences; *Youth Employment

During the last decade there has been a heightened interest in teenage work experience as a partial solution to the problem of an increasingly visible delinquent youth culture. To examine the effect of teenage employment on drug use and other more serious delinquent behavior, students in grades 6-12, from a randomly selected national population, completed surveys in both 1981 and 1982 assessing their work experiences and the extent of their involvement during the last year in delinquent activities. An analysis of the results showed that of the students in the longitudinal sample, 34.3 percent reported regular employment in either 1981, 1982, or both years. The workers were distributed unevenly by race, gender, and grade level, with males, whites, and senior high school students being disproportionately represented in jobs. Female workers also came from more advantaged families than did female nonworkers. Workers and nonworkers differed on a number of dimensions before they commenced work, with female workers reporting more behavior involving interpersonal aggression and more than twice as much drug use as their nonworking female counterparts. Male workers reported lower levels of parental attachment than did male nonworkers, and workers of both genders reported significantly greater involvement in extracurricular activities than did nonworkers. In contrast to earlier reports, evidence from this study implies that teenage working does not increase delinquency and does not have a detrimental effect on commitment to education, involvement in extracurricular activities, time spent on homework, attachment to school, or attachment to parents. (Author/BL)

ED 248 427 CG 017 701

McManus, John L.

A Model for School/Community Interventions with High School Student Paraprofessionals.

PUB DATE- 4 May 84
NOTE- 21p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (56th, Chicago, IL, May 3-5, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Counselor Role; Delivery Systems; High Schools; *High School Students; Intervention; *Paraprofessional School Personnel; *Peer Counseling; School Community Relationship; *School Psychologists

In reviewing the role of the school psychologist, this paper points out the disparity between actual and proposed roles, and suggests that student paraprofessionals could be trained to narrow the gap. Several examples of the student as helper concept are reviewed, and advantages are discussed. A rationale for incorporating the student paraprofessional into the school psychology role and function is presented. Steps in the successful preliminary planning and implementation of such a program are outlined, based on collaboration with other school personnel. Recruitment of student candidates, training, group dynamics, and evaluation and accountability are discussed, and specific intervention strategies that students can implement are described. The increased effectiveness for a school psychological services delivery system using student paraprofessionals is summarized in seven areas, and the value of extending the program into the community is emphasized. The paper concludes with an outline of the proposed model accompanied by selected references for each section. (JAC)

ED 248 442 CG 017 716

Savickas, Mark L.
Interpreting the Career Maturity Inventory Attitude Scale's Relationship to Measures of Mental Ability.

PUB DATE- Aug 84
NOTE- 15p.; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Canada, August 24-28, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Measures; Career Development; *Cognitive Ability; *Intelligence; Predictor Variables; *Test Validity; *Vocational Maturity
IDENTIFIERS- *Career Maturity Inventory (Crites)

Westbrook (1983) challenged the validity of the construct "career maturity" because measures such as the Career Maturity Inventory Attitude Scale (Crites, 1973) correlate to measures of mental ability. Rather than interpreting this association as evincing lack of discriminant validity, the association should be interpreted as supporting the convergent validity of the Career Maturity Inventory Attitude Scale (CMI-AS) because career development theory postulates that career maturity should relate to other dimensions of general maturity, including mental maturity and intelligence (Super, 1955; Super, et. al., 1957). Some minimum level of intelligence is required for the development of career attitudes and competencies because intelligence is, presumably, directly related to the acquisition and application of domain-relevant behaviors. More importantly, a measure of a conative variable like attitudinal career maturity may relate to intelligence as long as it also relates to other variables which, in turn, are unrelated to intelligence. A key test to determine if the CMI-AS measures something other than intelligence is whether or not the CMI-AS correlates to measures of other dimensions of general maturity that do not correlate to intelligence. (Studies showing the indirect or circumstantial validity of the CMI-AS are presented to support its construct validity as a measure of career maturity.) (Author)

ED 248 457 CS 007 675

Reeseg, Carol lyn
A Quantitative Study of the Effect of Required Reading Courses on the Teaching of Reading Skills.
PUB DATE- Apr 84
NOTE- 23p.; M.A. Thesis, Kean College of New Jersey.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Classroom Techniques; *Content Area Reading; Elementary Secondary Education; *Program Effectiveness; Reading Attitudes; *Reading Instruction; *Reading Research; *Reading Skills; Reading Teachers; State Standards; *Teacher Behavior; Teacher Education

A survey was conducted of junior and senior high school area teachers in the Rahway (New Jersey) public school system to determine what effect, if any, the two reading courses required by the state for all prospective teachers have had on the reading skills they teach. The questionnaire was composed of 80 multiple-choice statements and administered to 120 teachers. Twenty-seven were returned complete and in usable form. Results were compared to see if there were any distinct differences in the reading skills taught by two groups of teachers: those with 10 or more years of experience, and those with 5 or fewer years of experience. It was determined that teachers with 10 or more years of experience taught fewer reading skills than did teachers with 5 or fewer years' experience. The findings suggest that educators who have been exposed to reading education do teach the necessary reading skills more frequently than do those who have not been similarly taught. The findings also suggest that over time, the teaching of more reading skills should lead to improved student achievement. (CRH)

ED 248 471 CS 007 751

Dollerup, Cay; And Others

The Nine Tales for the Selection Study: The Texts, Their Authenticity, Translation Procedures, the Texts in English, and the Question of "Identity" between the Danish and the Turkish Texts. Fairytale: An Interdisciplinary Turco-Danish Study of the Collective v. the Individual Nature of the Response to Literature. Report No. 7. Revised.

Bosphorus Univ., Istanbul (Turkey). Dept. of Language and Literature.; Copenhagen Univ. (Denmark). Dept. of English.

PUB DATE- 4 Mar 82
NOTE- 108p.; Sponsored jointly by Unesco, NATO, and the Danish Research Council for the Humanities. For related documents, see CS 007 745-759.
LANGUAGE- English; Turkish; Danish
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cross Cultural Studies; *Folk Culture; Foreign Countries; Literature Appreciation; *Reader Response; *Reading Research; *Research Design; Research Methodology; Research Projects; Translation
IDENTIFIERS- Denmark; *Fairy Tales; Response to Literature; Turkey

As part of the interdisciplinary Turko-Danish Fairytale Project concerning the nature of response to literature, this paper discusses the rationale, principles, and actual translation procedures behind nine fairytales considered for use in the study. Various sections of the report discuss (1) the texts to be chosen, including their authenticity, their origin, and the rationale behind the choices; (2) procedures used to establish the "identity" between Danish and Turkish versions of the texts; (3) procedures used to make translations; (4) texts of the Danish tales; (5) texts of the Turkish tales; and (6) the "common" or "outside" tales that had variants in both Denmark and Turkey. (HTH)

ED 248 486 CS 007 775

Reddix, Michael D.; Dunn, Bruce R.

EEG Alpha Production Correlates of Cognitive Style Differences and Recall of Metaphor from Poetry. Technical Report No. 324.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.; West Florida Univ., Pensacola. Educational Research and Development Center.
PUB DATE- Sep 84
NOTE- 65p.
CONTRACT- 400-81-0030
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cerebral Dominance; *Cognitive Processes; *Cognitive Style; Comparative Analysis; *Epistemology; Females; Higher Education; Males; *Metaphors; Poetry; *Reading Research; *Recall (Psychology); Sex Differences
IDENTIFIERS- *Bimodal Theory

Differences in metaphor recall from poetry were investigated using 10 female and 10 male college student subjects hypothesized as having either an analytic or a holistic processing style. Style was determined using bilateral alpha (8-13Hz) scores measured from the cerebral cortex. It was suggested, on the basis of bimodal theory, that holistic processors would produce greater amounts of EEG alpha and recall more metaphor from less logically stuctured poetry than would analytic processors. Recall of metaphor by analytic and holistic males provided partial support for bimodal theory, with holistic processors consistently recalling more metaphor from less logically stuctured poetry, and analytic processors recalling more metaphor from tightly structured poetry. Analytic and holistic females' metaphor recall patterns were generally opposite to those of males. EEG alpha supported the existence of the holistic processing dimension derived from bimodal theory. As predicted, alpha production of holistic processors was greater than that of analytic processors during poetry encoding. (Author/FL)

ED 248 501 CS 208 272

Fico, Frederick

Legislative Structure and Reporting Style: Statehouse Coverage of Parttime vs. Fulltime Legislatures.

PUB DATE- Aug 84

NOTE- 19p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (67th, Gainesville, FL, August 5-8, 1984).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Comparative Analysis; *Information Sources; *Legislators; *Media Research; News Media; *News Reporting; *Performance Factors; Politics; State Government; *Time Management

IDENTIFIERS- Indiana; *Legislative Sessions; Michigan

Data gathered in a study of news coverage of the parttime Indiana and fulltime Michigan state legislatures were used to determine if source use in stories, portrayals of lawmakers and of the legislature as a whole, and topic coverage varied with the length of the legislative session. A content analysis was conducted of the 111 stories written by the 14 statehouse reporters covering the Indiana legislature's two-month session, and of 151 stories written by 15 statehouse reporters covering a two-month period of the unlimited Michigan session. Thirteen different sources, grouped in four general types, were recorded for each story: activity sources, such as floor votes; interview sources, such as committee chairs; print sources, such as bills; and background sources, such as books. Stories were also coded for the portrayals of lawmakers and the legislature as a whole, and for principal topics. Results indicated that reporters covering the Indiana legislature used fewer sources, held fewer interviews, dealt with legislative life more narrowly, and gave sustained attention to fewer topics than did reporters covering the Michigan legislature. (FL)

ED 248 516 CS 208 498

Kurfiss, Joanne
Developmental Perspectives on Writing and Intellectual Growth in College.
PUB DATE- May 84
NOTE- 20p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (35th, New York, NY, March 29-31, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Development; College Students; *Developmental Stages; *Educational Philosophy; Higher Education; Integrated Activities; Intellectual Development; Interdisciplinary Approach; *Models; *Writing (Composition); *Writing Instruction
IDENTIFIERS- Kohlberg (Lawrence); Perry (William); Piagetian Stages

In establishing a framework for observing and interpreting the interplay among students accumulating knowledge, their intellectual growth, and their ability to express ideas in writing, it is useful to consider the major stage theories and analyze their place in student writing. In general, cognitive stage models describe logical and psychological progressions of qualitatively different stages or positions, each characterized by a unique way of understanding a particular aspect of the environment. Of Piaget's major stages, the concrete/formal progression is most relevant for college thinking. Of Kohlberg's six-stage model, the fourth, fifth and sixth stages, in which the child learns to consider perspectives other than its own, are most relevant. Perry's theory of epistemological development contains nine major positions, which when clustered into four general categories are useful in regard to college thinking. Students developmentally accept a more pluralistic world-view in the college atmosphere, partially because of its demands for thinking, discussing, and writing within a relativistic context. Because writing and the development of reasoning abilities seem to be related, both wiser use of writing throughout the curriculum and instructional design technology based on optimal developmental matching could stimulate intellectual

growth in the next generation of learners. (CRH)

ED 248 531 CS 208 566

Allred, Ruel A.

Spelling Trends, Content, and Methods. What Research Says to the Teachers.

National Education Association, Washington, D.C.
REPORT NO.- ISBN-0-8106-1062-0
PUB DATE- 84
NOTE- 34p.
AVAILABLE FROM- National Education Association, Professional Library, P.O. Box 509, West Haven, CT 06516 (Stock No. 1062-0, $2.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Computer Assisted Instruction; *Educational Research; Elementary Secondary Education; Individualized Instruction; *Integrated Activities; Language Arts; Phonics; *Research Utilization; Sight Vocabulary; *Spelling Instruction; *Teacher Role; Teaching Methods; Word Recognition; *Writing Processes
IDENTIFIERS- *Theory Practice Relationship

The purpose of this booklet is to help teachers become familiar with current research-based spelling trends so that they can apply them in their classrooms. The first section of the booklet reviews current trends likely to influence spelling instruction, including practices related to the writing process, studying spelling from the learner's perspective, and computer assisted instruction. The second section discusses research findings related to both the content and the methods of spelling instruction. Topics discussed in this section include word selection, spelling rules, phonics, the test-study-test method, the list versus context approach, ineffective methods, and ways to measure spelling achievement. The third section offers suggestions for applying research findings to instruction in the areas of readiness, formal instruction, functional spelling, individualized spelling, and promoting student interests. (FL)

ED 248 546 CS 504 576

Daly, John A.
Moving beyond the Person: Broadening Communication Competence to Competent Communication.
PUB DATE- Nov 83
NOTE- 13p.; Paper presented at the Annual Meeting of the Speech Communication Association (69th, Washington, DC, November 10-13, 1983).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication (Thought Transfer); *Communication Research; *Interpersonal Competence; Linguistic Performance; *Models; *Research Needs; Speech Communication; Theories
IDENTIFIERS- *Situational Context

Communication competency research and theory would benefit from a conceptualization that emphasizes competent communication rather than competent communicators. Such a conceptualization recognizes that competent communication is inherently both contextually bound and necessarily dependent upon the particular combination of people involved in an exchange. Important to emphasizing the role of the situation in competent communication is the identification of both the major underlying contextual dimensions of social encounters and the situation and characteristics of the other interactants. Certain sorts of people mesh best in some settings. Some contextual dimensions enhance the meshing; others detract from it. Competency assessments of communication, if they are to be made, then would need to be empirically derived standards for situations using a typology of both contextual dimensions and person by person interactions. Competence is not an individual level variable--rather it is a dyadic construct framed within some context. Therefore it is essentially meaningless to talk of a competent communicator; instead one needs to address what it is that makes for competent communication. (HOD)

ED 248 561 CS 504 690

Freiberg, Kevin L.; Hellweg, Susan A.
A Theoretical and Methodological Evaluation of Organizational Interviewing Research from a Communication Perspective.
PUB DATE- Aug 84
NOTE- 23p.; Paper presented at the Academy of Management Convention (Boston, MA, August 12-15, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication (Thought Transfer); *Communication Research; Communication Skills; Decision Making; Employment Interviews; Information Sources; *Interviews; Literature Reviews; *Organizational Communication; *Research Methodology; Research Needs; *Research Problems

A review of the literature pertaining to organizational interviewing reveals a number of issues that have hindered research in that area in recent years. An analysis of these issues suggests that researchers should adopt an integrative approach to theory development--one that recognizes the situational differences of various organizational interviewing contexts. Interviewing methodologies also need to be strengthened to enhance the generalizability of research findings, and greater attention needs to be given to communication variables in the interviewing process. Interviewing research in organizational contexts needs to be validated and qualified in view of various job classifications, and increased research efforts need to be made in the context of organizational forms of interviewing other than the selection interview. In addition, future research should test and further validate coding schemes utilized in organizational contexts. The development and validation of prototypical scripts for organizational interviews through empirical investigation may also prove to be a rich source of communicative data. Finally, the implications of communication rules and relational analysis development, as well as other interpersonal communication theoretical frameworks, need to be determined in organizational interviews. (FL)

ED 248 575 EA 017 018

Harris, James; And Others
Our Cost Control Program Is Real, and Good PR Too.
PUB DATE- 84
NOTE- 60p.; Panel presentation to the National School Boards Association Convention (Houston, TX, March 31-April 3, 1984).
AVAILABLE FROM- Superintendent's Office, Washington County School District No. 48, P.O. Box 200, Beaverton, OR 97075.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accounting; *Budgeting; *Cost Effectiveness; *Educational Finance; Elementary Secondary Education; Energy Conservation; Fuel Consumption; Maintenance; School Closing; Trend Analysis
IDENTIFIERS- Beaverton School District OR; Inventory Control

The cost control program of the Beaverton School District (Oregon) is presented in three sections. Reviewing the role of the school board in cost control development, Jean Holt (a board member) outlines the fiscal management system, long-range financial strategies, energy conservation, and utilization of facilities. The programs have resulted in a 20 percent reduction of fuel consumption by the district, savings of over 1 million dollars from the risk management program, vehicle refurbishment (instead of replacement), preventative maintenance, and strict inventory control. Basic concepts of the cost control program are reviewed by Zeno Katterle (assistant superintendent). They include: (1) a long-term, multi-year commitment; (2) sound management; (3) readiness to consider alternatives; (4) accuracy of information; (5) commitment of funds; and (6) official sanction for the program. The final section is presented by Steve Gray (manager of accounting services). Outlining the use of cost information, he describes five components: (1) the design of the program account structure, (2) the use of comparative and historical costs for projection, (3) trends and projections, (4) direct and indirect costs, and (5) the practical application of cost information. Hand-outs included with this document are: (1) the table of contents and introduction pages of a report on a summer workshop meeting, held June 19-20, 1981; (2) a copy of school board policies, dated September 27, 1982; (3) an outline of the Beaverton School District's long-range plan, dated June 13, 1983; (4) suggested guidelines and questions for budget request review, February 23, 1984; (5) long-range financial information for a school board summer workshop, held August 19-20, 1983; and (6) a March 6, 1984 summary of steps to take to develop more cost effective custodial and maintenance services. (MD)

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ED 248 591 EA 017 084

A Master Plan for Public Education. Including the Final Order of the Circuit Court of Kanawha County in Pauley v. Bailey, March 4, 1983.

West Virginia State Board of Education, Charleston.

PUB DATE- 83
NOTE- 379p.
LANGUAGE- English
EDRS Price - MF01/PC16 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Assessment; Educational Development; Educational Finance; Educational Improvement; Educational Objectives; *Educational Planning; Educational Policy; *Educational Quality; Educational Resources; *Efficiency; Equal Education; Long Range Planning; *Master Plans; *Public Education; Standards; *Statewide Planning
IDENTIFIERS- Pauley v Bailey; *West Virginia

The West Virginia Board of Education and state superintendent of schools directed the preparation of this document as the result of a court opinion (Pauley v Bailey) holding that the system of financing West Virginia public schools was unconstitutional, and requiring the development of a master plan for a thorough and efficient system of education. This plan proposes to improve the quality of learning and teaching and to assure equal educational opportunities in West Virginia public schools. Its chapters describe standards for high quality educational programs and services; required administrative and instructional practices, personnel, facilities, and materials, supplies, and equipment; possible methods of funding; and accountability measures. A four-phase timetable calls for full execution of the plan by the year 2000. It is intended for use by the West Virginia Legislature and Board of Education in determining statutory and policy changes; for determination of school education needs, legislative budget requests, and school planning and accountability; and for the provision of standards to identify needed changes. (Author/DCS)

ED 248 607 EA 017 145

Greene, Brenda Z.
Addressing Teenage Pregnancy and Parenthood.
National School Boards Association, Washington, DC. Educational Policies Service.
PUB DATE- 84
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Descriptive (Program/Project Descriptions) (141) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Board of Education Policy; *Dismissal (Personnel); *Dropout Prevention; Dropout Programs; Family Life Education; *Leaves of Absence; Parenthood Education; Parenting Skills; *Pregnant Students; *Program Development; Secondary Education; Student Rights; *Unwed Mothers

The theme article of this issue, "Addressing Teenage Pregnancy and Parenthood" by Brenda Greene, explains that pregnant students and those who are already parents have the same legal rights to public education as do all other students. To meet this responsibility and to lower dropout rates, schools need to make educational opportunities available to these students. Characteristics of successful programs are presented. Janet Horton in "A Dilemma for School Boards: Employees Who Are Unwed Parents," summarizes court decisions holding that school systems cannot dismiss an unwed parent based on the assumptions of immorality or because the individual is seen as an unfit role model for students. The first of the remaining two short articles informs school systems that, legally, pregnancy and childbirth are considered medically related problems and qualify for sick and disability leave. However, parenting does not, and the option to take unpaid child care leave must be available to men if it is available to women. The last article advises that the authorization of all televised school events and the approval of program content, commercials, and commentators can give school systems more control over what and how school events are televised. (MLF)

ED 248 622 EC 170 089

Moore, Sheri Bortner
A Home-Based Media Approach for Developing Critical Skills in Young
  Visually Impaired Children. Final Report.
American Printing House for the Blind, Louisville, Ky.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- May 84
NOTE- 74p.
GRANT- G008005184
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Developmental Stages; *Home Programs; Infants;
  *Intervention; *Material Development; Prevention; Program
  Evaluation; *Visual Impairments; Young Children

The final report summarizes beginnings as well as accomplishments of a program designed to develop materials for parents and teachers working with visually impaired children at the birth-24 month developmental level. The focus of the materials was to help parents and teachers prevent and remediate developmental lags associated with visual impairment and concomitant conditions. The project featured three major components: tangible, electronic child-use items (an electronic mat and a head device); a slide-cassette program; and a guidebook for parents and teachers. Project activities are described chronologically from the developmental process through results of an evaluation by over 200 consumers. The slide-cassette program and guidebook were evaluated in rural and urban environments and included Black, Spanish speaking, and Native American infants and their families. (CL)

ED 248 639 EC 170 417

Mindes, Gayle; Murphy, Kathleen Torina
The Importance of Play and Games in the Middle School Program for
Emotionally Disturbed Young Adolescents.
PUB DATE- 83
NOTE- 11p.; Paper presented at the Minnesota Conference on
Programming for the Developmental Needs of Adolescents with
Behavioral Disorders (Minneapolis, MN, Fall, 1982). Contained in EC
170 401.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Emotional Disturbances; *Games; Middle Schools; *Play;
*Therapy

The therapeutic utilization of play and games as a major curricular concentration offers potential for the enhancement of cognitive, social/emotional, and physical development of young emotionally disturbed adolescents. The theory is illustrated with examples from related literature, the clinical experience of the authors, and descriptive material drawn from a public school therapeutic middle school program. Illustrations included in this discussion are examples of potential learnings to be developed through play and games in the middle school curriculum. Although extensive examples are drawn from an operating middle school program, these are to make the theoretical stance concrete rather than to feature a particular program. Thus definitive evaluative statements about the results of the emphasis of play and games in this particular program are not made. In addition, data evaluating the program have not been collected to isolate particular aspects of the curricula. Impressionistic experiences, substantiated by outside observers of the program, indicate that the role of play and games in this curriculum are important determinants for student growth. Suggested steps for incorporating systematic evaluative data in this and other situations are included. (Author/CL)

ED 248 654 EC 170 433

DeCaro, James J., Ed.; Areson, Ann H., Ed.
Teaching, Learning and Development: Volume II.
Rochester Inst. of Technology, NY. National Technical Inst. for the Deaf.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Jun 84
NOTE- 365p.; For Volume I and its individual papers, see ED 209 907 and EC 170 424-432. For selected individual papers in Volume II, see EC 170 433-436.
LANGUAGE- English
EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Collected Works - General (020) Reports - Research/Technical (143)
DESCRIPTORS- *Career Development; Competency Based Education; Experiential Learning; *Hearing Impairments; Individualized Instruction; Mastery Learning; Mentors; Multicultural Education; Postsecondary Education; *Teacher Role; Teaching Methods; Tutoring

The second volume of papers commissioned by Foundations, a project designed to examine the career development needs of students entering the National Technical Institute for the Deaf, this document contains papers that deal with the instructional components of learning. An introduction presents a conceptual framework for the Foundations project, focusing on the interaction among the student, the teacher, and the content area being studied. Section I, on teacher roles and instructional strategies, includes the following three papers: "Primary Mentoring as a Teaching Strategy" (R. Hawkins); "Tutoring Special Students" (R. Osguthorpe); "Summary of Competency-Based Education, Mastery Learning and Individualization and Their Implications for the Foundations Program" (E. Nelson). Section II examines other critical considerations and includes the following papers: "The Theory of Experiential Learning (R. Kraft); "Experiential Learning as a Teaching Strategy for the Career Education of Hearing-Impaired College Students" (U. Whitaker); and "Multicultural Coping and Adaptation Competencies" (J. Wasilewski and J. Mitchel). (CL)

ED 248 671 EC 170 450

Tobias, Robert; And Others

E.H.A. Part B Supplementary Services for Handicapped Students Health Education Paraprofessionals Program. 1982-83. O.E.E. Evaluation Report.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.

PUB DATE- 83

NOTE- 20p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Daily Living Skills; Elementary Secondary Education; *Hygiene; *Paraprofessional School Personnel; Program Evaluation; *Self Care Skills; *Severe Disabilities

The report summarizes accomplishments of the Health Education Paraprofessionals program, which provided individual instruction in self-care and hygiene skills to 363 severely to profoundly handicapped students. Nearly all (98%) of participants mastered one or more new skills, as measured on selected strands of the Santa Cruz VORT Behavioral Characteristics Progression or the Track IV Indepth Analysis, and over 80% mastered four or more. New skills were mastered at an average rate of about one skill for every 15 days of program participation. Instruction centered on toileting, grooming, and dressing. Among recommendations identified were the need to provide as much inservice as possible early in the year and the importance of promoting carryover with parents to reinforce self-care and hygiene training. (CL)

ED 248 688 FL 014 440

Meiske, Sally
ESL Students' Perceptions of Formal and Informal Speech.

PUB DATE- 31 Mar 84
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; College Students; *English (Second Language); Interpersonal Communication; *Language Attitudes; Language Research; *Language Styles; *Language Usage; Phonology; Statistical Analysis; Stereotypes; *Student Attitudes; *Teacher Behavior
IDENTIFIERS- Contractions (Grammar); Ellipsis; *Formal Language

A study investigating the perceptions of students of English as a second language (ESL) regarding formal and informal speech in English also looked at their implications for teaching ESL. It was proposed that because the manner of speech a teacher uses may influence the students' ability to acquire the material presented, it may be helpful to understand learners' perceptions of one aspect of teacher language, the degrees of formality. In the experiment, 30 intermediate level ESL college students listened to 12 recorded speech samples of one speaker using four degrees of formality/informality as defined by phonological variations in contractions and reduced forms of words. The students then completed a separate test protocol regarding their perceptions of each statement. Resulting mean scores indicated that ESL students perceived the speaker using formal speech as more educated, polite, easy to understand, interesting, and helpful than the speaker using informal speech. Results from a one-way ANOVA indicated a significant difference in ESL students' perceptions of the speaker as being educated and polite when formal speech was used. The results suggest there may be advantages in teachers' using more formal speech in the classroom. (Author/MSE)

ED 248 702 FL 014 558

Bruhn, Thea C.
Ivory Coast: Country Status Report.
Center for Applied Linguistics, Washington, DC. Language/Area Reference Center.
PUB DATE- Jun 84
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; *African Languages; Armed Forces; Bilingualism; Elementary Secondary Education; Foreign Countries; *French; Higher Education; Industry; Language Maintenance; Language of Instruction; *Language Planning; Language Research; Language Role; *Language Standardization; *Language Usage; Mass Media; Monolingualism; Multilingualism; Official Languages; Pidgins; Public Policy
IDENTIFIERS- Anyi Baoule; Bete; Dan; *Ivory Coast; *Jula; Senoufo

A survey of the status of language usage in the Ivory Coast begins with an overview of the usage patterns of French, the official language, and the five most commonly used native languages: Jula, Anyi-Baoule, Senoufo, Bete, and Dan. Recent Ivorian efforts at language planning, development, and research are also highlighted. A matrix follows that rates these six languages on: (1) their usage rating using State Department classifications; (2) increase and decrease trends by the year 2000; (3) chief of state use in addressing the populace; (4) use in armed forces, government, court, and diplomatic communications, written and oral; (5) use as a language of instruction or required language in higher education, on the secondary and elementary levels, and in adult education; (6) use in the popular press, radio and television broadcasting, and film; (7) business and professional use, written and oral; (8) use in intellectual circles; (9) the alphabet situation; (10) the status of indigenous literature; (11) use in public signs and notices; and (12) the availability of instructional materials and dictionaries in the native languages for use in English as a second language. Explanatory notes give the number and population percentages using the languages, the type of alphabet used, and specific instructional materials titles. A selected bibliography is also included. (MSE)

ED 248 716 FL 014 572

Kullman, Roberta
Language Experience in the Workplace.
PUB DATE- 13 Jul 84
NOTE- 12p.; Revised version of paper presented at the Summer Meeting of Teachers of English to Speakers of Other Languages (Corvallis, OR, July 13, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Students; Community Colleges; *Employment Potential; *English (Second Language); *Field Experience Programs; Foreign Countries; Immigrants; *Language Skills; Refugees; Second Language Learning; *Work Environment
IDENTIFIERS- *Regina Plains Community College SK

A program placing 115 full-time students of English as a second language in a Canadian community college into job situations as part of a survival English course during 1982-83 was undertaken. The purpose was to give students an opportunity to: explore jobs and learn related terminology, inquire about what is required to become established in a field, learn about employment and customs in the region, practice English in daily usage, evaluate their skills and knowledge, have others become acquainted with them and with their skills, and generally gain confidence for the eventual job search. Students were chosen on the basis of their interest and readiness and the potential benefit to both student and employer. Jobs similar to, or using skills related to, previous employment were sought. Students came from 20 countries, the majority from Vietnam and Poland. Matching student and job involved assessing the student's level of self-confidence, knowledge and experience, the job's location, and urgency of employment need. It was found that the program provided opportunities in the classroom to enhance English skill development before, during, and after the workplace experience. In addition, at least 20 students got full- or part-time employment as a direct or indirect result of the program. Both students and businesses felt they benefitted. Problems included student resentment at not being paid and disappointment at not working at the level or in the field of their training or experience. (MSE)

ED 248 318 CE 038 387

Saint, Avice
Continuous Learning within Japanese Organizations.
Far West Lab. for Educational Research and Development, San Francisco, Calif.
PUB DATE- 17 Mar 82
NOTE- 194p.; A publication of the Continuous Learning Center.
AVAILABLE FROM- Far West Laboratory for Educational Research and Development, 1855 Folsom Street, San Francisco, CA 94103 ($24.95).
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administration; Administrative Organization; Adult Education; Case Studies; Continuing Education; Employer Employee Relationship; Foreign Countries; *Labor Force Development; *Lifelong Learning; *Organizational Effectiveness; *Personnel Management; *Productivity
IDENTIFIERS- *Japan

This report describes what Japanese organizations have been and are doing to develop their human resources to achieve a high degree of individual and organizational effectiveness and productivity. The first part presents case studies of 16 organizations--both private industry and government--based on interviews conducted in September 1981 in Japan. Part II is a management discussion drawn from the individual company and organization findings. The first of four sections in part II focuses on how the successful development of Japanese employees is stimulated and nourished by continuous learning that is integrated with management's work processes, organizational structure, and the work environment. The next section discusses the personnel systems that aid the good management of human resources by complementing and reinforcing the development of employees, coordinating training, and integrating educational programs. A third section addresses the integration of training and education programs with self-development and continuous learning and through the work. The fourth section concerns how Japanese culture supports continuous learning. A summary reviews principles of management that contribute to productivity, team management, and the organization's capacity for changing technologies. Continuous learning is advocated as the key to successful practices in the management and development of people. (YLB)

ED 248 373 CE 039 693

The Productivity Management System.

State Fair Community Coll., Sedalia, Mo.

SPONS. AGENCY- Missouri State Dept. of Education, Jefferson City. Research Coordinating Unit.

PUB DATE- 84

NOTE- 162p.; Parts of this document may not reproduce well due to light type.

LANGUAGE- English

EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- Adult Education; Business Administration; Career Education; Evaluation; Goal Orientation; *Improvement; *Improvement Programs; Planning; *Productivity; *Program Implementation; Quality of Life

IDENTIFIERS- *Quality of Working Life

The five modules presented in this document correspond to the five major phases of a productivity management system. A system overview provides an outline of module contents. The modules cover these phases: awareness, planning and analysis, assessment and preparation, training and implementation, and evaluation and maintenance. Each module is comprised of these components: an overview in outline form, outlines of the subsections of the main topic (or phase), and supplemental materials. These supplemental materials include articles, exercises, case studies, and a list of suggested films and audiovisual aids. A bibliography is provided for each module. (YLB)

ED 248 428 CG 017 702

McManus, John L.

Overview of Stress Effects on Body and Stress Prevention Techniques.

PUB DATE- 19 Apr 84

NOTE- 28p.; Paper presented at the Annual Convention of the National Association of School Psychologists (16th, Philadelphia, PA, April 18-21, 1984).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Adjustment (to Environment); Biofeedback; Counselor Role; Diseases; Elementary Secondary Education; Life Style; *Physiology; *School Psychologists; *Stress Management; *Stress Variables

IDENTIFIERS- Relaxation; *Wellness

Definitions of stress all imply that stress is a condition resulting from some change or imbalance that requires individual adjustment. When this does not occur, stress becomes an adverse condition which may eventually cause serious harm. Numerous studies have established the connection between unrelieved stress and adverse body reactions such as cardiovascular disorders, cancer, arthritis, respiratory ailments, and depression. The ineffectiveness of the traditional medical model in alleviating stress has given rise to newer models of health care focusing on wellness rather than the absence of disease. It has become increasingly important for individuals to incorporate anti-stress practices into everyday routines. By focusing on primary prevention, the school psychologist can serve as a valid role model to children and others in the school system. School-based workshops could be developed for teachers, families, and the community. (This paper concludes with eight hand-outs listing definitions of stress, the effects of stress, the physical, behavioral and psychological/emotional signs of stress, the consequences or effects of prolonged stress, and relaxation techniques. A selected bibliography dealing with stress, stress management, relaxation, and time management is also included). (JAC)

ED 248 443 CG 017 717

Renner, Patricia; Eagly, Alice H.
Sex Differences in Helping Behavior: A Meta-Analytic Study.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- May 84
NOTE- 36p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (56th, Chicago, IL, May 3-5, 1984). Table 3 is marginally legible.
GRANT- NSF-BNS-8216742
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; *Helping Relationship; Higher Education; Meta Analysis; Moral Values; Predictor Variables; Role Theory; *Sex Differences; Sex Stereotypes
IDENTIFIERS- *Helping Behavior

Whether or not there are sex differences in helping behavior is a question that has attracted interest from both theoretical and applied perspectives. A meta-analysis was conducted of 172 studies of helping behavior, coded for publication date, source, sex of author, sample size, setting, type of appeal for help, availability of other helpers, sex of victim/requester, and observation by another person. To generate measures of the extent to which each helping behavior was sex-typed in the male or female direction, undergraduate students rated a brief description of each helping behavior appearing in the studies in the sample. Results showed that, in general, helping behaviors were not strongly sex-typed. Men were especially helpful when under surveillance by persons other than the victim/requester, when a need was present, and when there was no direct request. Female victims/requesters received more aid, especially when the helper was under surveillance. The theoretical analysis of helping behavior in terms of social roles and social influence is generally consistent with the findings of the meta-analysis, suggesting that researchers should describe the variability of sex differences and attempt to account for it in terms of a detailed analysis of situations and behaviors. Although sex differences are seldom well represented by averaging them out, gender is sometimes an important variable in social interaction. (JAC)

ED 248 458 CS 007 677

De Santi, Roger J.
Perspectives on the Research and Purposes of Reading Comprehension Study Skills and Techniques.
PUB DATE- 83
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Journal Articles (080) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Higher Education; Program Effectiveness; *Reading Comprehension; Reading Improvement; *Reading Instruction; *Reading Processes; *Reading Programs; *Reading Research; Remedial Reading; Research

The primary purpose for reading is to derive the meaning of an author's message, which has been transmitted through print, as it relates to the reader's personal need to go from a point of lesser to greater information. Within the college reading improvement program, the many purposes surrounding reading should intersect to form the basis for improving students' comprehension and study skills. Teachers can help students to deal with and understand four perspectives of intention or purpose. The first is determining the author's intention. The second is the teacher's purpose. The third and fourth are the instruction in and opportunity for practice of reading comprehension, with materials commensurate with the student's maturity level. These four perspectives cross both basic and applied research needs in comprehension assessment techniques, methods, and materials. Two researchers have summarized the reading research of the 1970s as being predominantly oriented toward basic research in reading as a process at the expense of applied reading research. Another study has indicated that few college reading instructors felt that reading research contributes a great deal to college reading programs. However, the teaching of reading improvement cannot and has not waited for the necessary applied research to be conducted. Those who need information from applied research are in the best position to formulate their own questions and set about obtaining the answers. (HTH)

ED 248 472 CS 007 752

Dollerup, Cay, Ed.; And Others
Report on the Selection Procedure Based on Readers' Responses to the Original Nine Tales in Denmark. Fairytale: An Interdisciplinary Turco-Danish Study of the Collective v. the Individual Nature of the Response to Literature. Report No. 8. Revised.
Bosphorus Univ., Istanbul (Turkey). Dept. of Language and Literature.; Copenhagen Univ. (Denmark). Dept. of English.
PUB DATE- 21 Jan 81
NOTE- 68p.; Sponsored jointly by Unesco, NATO, and the Danish Research Council for the Humanities. For related documents, see CS 007 745-759.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Critical Reading; *Cross Cultural Studies; Folk Culture; Foreign Countries; Literary Criticism; Literary Devices; *Literature Appreciation; Pilot Projects; *Reader Response; *Reading Research; Research Methodology; Secondary Education
IDENTIFIERS- Denmark; *Fairy Tales; *Response to Literature; Turkey

Prepared as part of the Turko-Danish Fairytale Project conducted to uncover universal, cross-cultural features in readers' response to literature, this paper reports on a pilot study to determine which three out of nine preselected fairy tales would elicit the most faceted, legitimate response from a population of Danish readers. After explaining the selection of readers, the paper notes the questions used to evoke responses from the readers about the tales and subjects. Answers to a "highly modified" form of content analysis were used to isolate that one tale from each grouping--Danish, Turkish, and outside--that elicited the broadest spontaneous response. The discussion that follows looks at the honesty of the answers, at illegitimate answers (i.e., those that contain erroneous information), and at the effect of the readers comparing the three stories in each group on the answers given. The effects of prereading instructions, classroom discussions of the tales, class makeup, and the structure of the questions themselves on the answers given are also considered. The paper concludes with discussions of the expectations of Danish readers, who are accustomed to the style of Hans Christian Anderson, when perusing fairy tales from other sources, and of the priorities they established when rating Danish, Turkish, and outside fairy tales. (RBW)

ED 248 487 CS 007 776

Anderson, Richard C.; And Others

Interestingness of Children's Reading Material. Technical Report No. 323.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Sep 84
NOTE- 30p.
CONTRACT- 400-81-0030
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Basal Reading; Comparative Analysis; Content Analysis; Content Area Reading; Elementary Education; Influences; *Learning Processes; Motivation Techniques; Reading Instruction; *Reading Interests; *Reading Materials; Reading Material Selection; *Reading Research; Sentence Structure; *Student Motivation; Textbooks
IDENTIFIERS- Trade Books

The results of a series of investigations into the effect on children's learning and recall of interest are summarized in this report. The report describes investigations using sentences, showing that interest has a pervasive effect on learning that is independent of the relationship between attention and learning. It then presents two compatible theories of interest--one dealing with what makes sentences interesting and one concerning story interest. Finally, the report comments on the contrast between the "interestingness" of children's trade books on the one hand and their basal readers and content area textbooks on the other, concluding that schools should promote the reading of trade books as part of the curriculum. (Author/FL)

ED 248 502 CS 208 276

Johnston, Brian; Watson, Ken

A Model for Evaluation in the English Classroom.

PUB DATE- May 83
NOTE- 13p.; Paper presented at the Invitational Seminar on English Evaluation (Montreal, Quebec, Canada, May 1983).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *English Instruction; *Evaluation Methods; *Models; Secondary Education; Student Attitudes; *Student Evaluation; *Teacher Role; Teacher Student Relationship; Teaching Methods

English teachers' approaches to the problems of assessment and evaluation have been characterized by uncertainty and confusion, and this uncertainty is communicated to students. It is not simply that students do not know "how" they are being judged; they do not know "when" they are being judged. They soon begin to stop taking risks and fail to articulate their difficulties. These considerations have led to a model of evaluation, to guide teachers in their day-to-day work, that can be applied to individual instructional units, or over a longer time period. In the space of a single unit, the teacher is required to undertake four quite distinct evaluative tasks: (1) monitoring and describing performance, (2) reflecting on progress, (3) appreciating or judging quality, and (4) determining accomplishments and what should be undertaken next. The model demands that teaching be so organized that students know when each of these tasks is or is not in progress. The model urges teachers to recognize that many of the students' experiments and mistakes are a necessary part of the learning process, that such experiences are confidential to the learning process and should not be the basis for judging the quality of the students' work. It reminds teachers that it is not necessary that the product of every unit be judged. It also suggests that an important part of the teacher's role is to encourage the students to develop self-evaluation skills. (HOD)

ED 248 517 CS 208 513

Albritton, Thomas

A Review of Recent Literature on the Effects of Class Size, with Implications for English and Language Arts Instruction.

PUB DATE- 6 Jun 84

NOTE- 42p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- Academic Achievement; Classroom Environment; *Class Size; *Educational Research; Elementary Secondary Education; *English Instruction; *Language Arts; Literature Reviews; Performance Factors; Teacher Student Ratio

In reviewing recent literature on the effects of class size on instruction and the implications for English and language arts instruction, this compilation gives teachers and educators a thorough list of references. The first 10 pages of the review are devoted to a description of various earlier literature and research reviews on class size and its relation to teacher attitudes, teaching methods, academic achievement, and teacher behavior, among other concerns. The second section reports on studies of class size effect on achievement, and examines several significant debates in defining class size and determining achievement levels. The third section covers studies on class size and its effect on quality, including better teacher-student relationships, individualized instruction, and fewer discipline problems, while the final section details some particularly comprehensive studies, most of which were remarkable because of combinations of thoroughness, control, and content. (CRH)

ED 248 532 CS 208 567

Myers, John W.

Writing to Learn across the Curriculum. Fastback 209.

Phi Delta Kappa Educational Foundation, Bloomington, Ind.
REPORT NO.- ISBN-0-87367-209-7
PUB DATE- 84
NOTE- 38p.; This fastback was sponsored by the Tennessee Technological University Chapter of Phi Delta Kappa.
AVAILABLE FROM- Phi Delta Kappa, Eighth St. and Union Ave., Box 789, Bloomington, IN 47402 ($0.75; quantity discounts available).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Art Activities; Business Education; *Content Area Writing; *Educational Philosophy; Home Economics Education; *Integrated Activities; Interdisciplinary Approach; Language Arts; Music Activities; Physical Education; Sciences; Secondary Education; Social Studies; Vocational Education; *Writing Exercises; *Writing Improvement; *Writing Instruction; Writing Skills

Intended for use by secondary school teachers in all subject areas, this booklet provides research based information designed to make writing a learning process. Following brief discussions of the writing-to-learn concept, the importance of writing in all curricular areas, and steps in developing a writing across the curriculum program, the booklet provides writing ideas and suggestions for the following subject areas: language arts, social studies, science, mathematics, industrial arts, business and vocational studies, art and music, and home economics. Among the activities discussed are (1) writing journals, (2) writing in response to films, (3) preparing oral histories, (4) writing limericks, (5) creating logic problems, (6) preparing written interviews, (7) setting up a research and development report, (8) writing in response to music or art, (9) career investigations, and (10) writing business letters. (FL)

ED 248 547 CS 504 665

MacDonald, John; And Others
An Experimental Study of Evaluation Criteria for Speaking, Listening, and Cognitive Knowledge Activities at the Florida Junior College.
PUB DATE- 23 Apr 84
NOTE- 45p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Students; *Communication Research; Communication Skills; *Evaluation Criteria; Evaluation Methods; Higher Education; *Knowledge Level; *Listening Skills; Speech Communication; *Speech Skills; *Student Evaluation; Test Construction; Two Year Colleges

A study was conducted to identify the criteria of the fundamental speech program at Florida Junior College at Jacksonville; devise pragmatic methods of evaluation of student speaking, listening, and cognitive knowledge measurement activities; and to apply those criteriato a study group of 15 students and determine the validity of the evaluations. Conscious of admonitions from published research and accountability mandates, three speech communication instructors developed common evaluation instruments for measuring their students' speaking, listening, and cognitive knowledge ability. At midterm, the students (five from each instructor's class) were asked to (1) prepare and deliver a four-minute extemporaneous informative speech (speaking test); (2) observe a videotaped speech by another student speaker and respond in a written form to a measurement instrument of that speech and delivery (listening test); and (3) reply in written form to a multiple choice measurement instrument of cognitive knowledge of speech and the speechmaking process (objective test). The implied hypothesis that efficient measurement instruments should afford a more significant assessment of speech activity was supported by the results of the experiment. There was more homogeneity and less dispersion in the listening test, with more cluster apparent around the mean. The objective test, however, showed greater dispersion, with the speech test showing more dispersion than the listening test, but less dispersion than the objective test. The objective test presented the most difficulty for students, while the speech test proved the most successful of the three activities. (A list of required speech skills, and the three tests are appended.) (HTH)

ED 248 562 CS 504 691

Atwater, Deborah F.
The 4-H Debate Project: Getting Adults and Children Involved in Communication.
PUB DATE- Mar 84
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adults; *Communication Skills; *Community Involvement; *Community Programs; *Debate; Elementary Secondary Education; *Leadership; Program Descriptions; Public Speaking; Skill Development; *Speech Communication
IDENTIFIERS- *4 H Debate Project

Intended to enhance adult leadership skills, the 4-H Debate Project, developed by the 4-H Communication Committee of Delaware County (Pennsylvania), was designed to (1) increase the members' knowledge of library skills through research, (2) make them aware of current issues, (3) help them to become better public speakers and communicators, (4) give them opportunities to express themselves on certain issues, (5) enable them to resolve conflicts creatively through discussion, and (6) make them aware of the necessity and the rewards of working with others toward a common goal. Using a modified version of the parliamentary style of debate, the affirmative and negative sides can have more than the traditional members of a debating squad. The topics selected for debate are developed from discussions that occur during club meetings or gatherings that young people might attend. Manuals for members, leaders, and judges guarantee that those with little or no background in debate can successfully organize and conduct this project. In one debate between two classes of elementary school children, judging was handled by three seniors enrolled in a learning enrichment program. In this way, young children, teenagers, and the adult leaders became involved in the communication project. (HOD)

ED 248 592 EA 017 087

Addelston, Lorraine W., Ed.; And Others
A Guide to Our Criminal Justice System. Volume I .
League of Women Voters of the City of New York Education Fund, NY.
PUB DATE- Dec 82
NOTE- 17p.; Prepared for the Criminal Justice Committee, League of Women Voters of the City of New York. For related documents, see EA 017 068-089.
AVAILABLE FROM- Publications Sales, League of Women Voters of New York City, 817 Broadway, New York, NY 10003 ($2.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Court Judges; Courts; *Criminal Law; Delinquency; *Justice; Juvenile Courts; *Law Enforcement; Police Action; Police Community Relationship; Sentencing; Youth Problems
IDENTIFIERS- *New York (New York)

A study of the criminal justice system in New York City found that blame has been thrust on the judges, the police, the district attorneys, and the probation officers. To find out if there is, indeed, a system of criminal justice and if the necessary responsibilities, authority, and accountability for the successful conclusions to steps in the system exist, the first task has been to determine how the presumed system is structured and functioning. This guide, in outline form, describes in part I the highlights of the steps involved in the path from arrest to disposition of an adult suspect/defendant. Part II outlines the steps that are followed when the suspect/defendant is a juvenile. Accompanying the test are an organization chart illustrating relationships discussed in the narrative; a glossary of 63 terms; and statements clarifying the definitions of Persons in Need of Supervision (PINS), juvenile delinquency, and juvenile offenders. (MLF)

ED 248 608 EA 017 146

Mayfield, John
Towards Responsive Building Policies.
Organisation for Economic Cooperation and Development, Paris (France). Programme on Educational Building.
PUB DATE- 84
NOTE- 47p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Building Conversion; Building Operation; Capital Outlay (for Fixed Assets); *Cost Effectiveness; *Decision Making; Declining Enrollment; *Educational Facilities Planning; *Educational Trends; Facility Inventory; Foreign Countries; *Futures (of Society); *Property Accounting; School Buildings; School Closing; School Maintenance; Shared Facilities; Social Networks
IDENTIFIERS- *Organisation for Economic Cooperation Development

A synthesis of ideas and proposals that have emerged in the course of recent Programme on Educational Building activities places emphasis on issues relating to the economic management of existing building resources. In recent years the development and administration of educational building policies have been affected by changes in the organization of education, school demography, and school programs. The response of educational building policies to these changes needs to be recognized as complex and continuously changing. Much of the school building stock shows it was needed in a hurry and a large proportion is relatively expensive to keep in service. Policies are now developing that lead to better educational provisions, improvements in the quality of community life, and more efficient use of public resources. Decision-making structures with funding arrangements can reflect the new purposes of school-community buildings and introduce incentives that encourage more efficient and creative management. Viewing each school as part of a cooperative network seems likely to greatly assist the achievement of this objective. A 50-item bibliography is appended. (MLF)

ED 248 623 EC 170 401

Braaten, Sheldon, Ed.; And Others

Programming for Adolescents with Behavioral Disorders.
Council for Children with Behavioral Disorders.
REPORT NO.- ISBN-0-86586-148-X
PUB DATE- 83
NOTE- 162p.; Papers presented at the Minnesota Conference on Programming for the Developmental Needs of Adolescents with Behavioral Disorders (Minneapolis, MN, Fall, 1982). For individual papers, see EC 170 402-418.
AVAILABLE FROM- Council for Children with Behavioral Disorders Publications to CEC, 1920 Association Dr., Reston, VA 22091 ($9.50 per copy, $9.00 with purchase of 10 or more).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adaptive Behavior (of Disabled); Adolescents; Affective Behavior; *Behavior Disorders; Correctional Education; Curriculum Development; *Delivery Systems; Interdisciplinary Approach; Intervention; Play; Prevocational Education; Program Descriptions; Rural Areas; Secondary Education

This book presents 17 papers from a 1982 national multidisciplinary conference on services for behaviorally disordered adolescents. The following papers are included: "Programming for Youth in Secondary Schools and the Community," (W. Van Til); "Who's Crazy? II" (C. Michael Nelson); "Correlates of Successful Adaptive Behavior: Comparative Studies with Regular and Exceptional Adolescent Populations" (Suzanne E. Cortez); "Sexual Behavior Disorders in Adolescents" (William D. Erickson); "A Conceptual Framework for Providing Services to Seriously Emotionally Disturbed Children and Adolescents" (Frank H. Stetson and John C. Rhead); "Interagency Intervention: A Case Study" (Jane West-Stern); "The Safety Harbor Exceptional Student Center: Multiphasic Academic/Therapeutic Program Model" (Michael Tomalesky and Robert Jackson); "A Program for Prevocational Instruction for Adolescents with Severe Behavioral Disorders" (Robert Gable); "Multidisciplinary Approach to Rural Service Delivery: A Transactional Perspective" (Norman A. Buktenica and Paul L. Beare); "Meeting the Needs of Youth from a Corrections Viewpoint" (Osa D. Coffey); "Issues and Challenges Facing Special Education Teachers in a Correctional Setting" (Bruce I. Wolford); "Ribbin', Jivin', and Playin' the Dozens: Even More Important Today" (Herbert L. Foster); "A Personal Adjustment Curriculum for Secondary Behaviorally Disordered Students" (Cora J. Houchens); "Developing a Social Skills Curriculum for Mildly Handicapped Adolescents and Young Adults: Some Problems and Approaches" (Jan Sheldon et al.); "Student Decision Making: Improving the School for All Students" (Steven Brion-Meisels et al.); "The Importance of Play and Games in the Middle School Program for Emotionally Disturbed Young Adolescents" (Gayle Mindes and Kathleen Torina Murphy); "Generic Affective Competencies: A Model for Teaching Socially and Emotionally Disturbed Adolescents" (Paul Pattavina). (CL)

ED 248 640 EC 170 418

Pattavina, Paul
Generic Affective Competencies: A Model for Teaching Socially and Emotionally Disturbed Adolescents.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 83
NOTE- 13p.; Portions of this paper were presented at the Regional Conference on Emotional Disturbance (Austin, TX, February 6, 1981); and the Minnesota Conference on Programming for the Developmental Needs of Adolescents with Behavioral Disorders (Minneapolis, MN, Fall, 1982). Contained in EC 170 401.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Classroom Environment; *Classroom Techniques; *Emotional Disturbances; Secondary Education; Teacher Role; *Teaching Skills

Described in this report are a set of interrelated teaching competencies addressed towards affective-domain behaviors. These 41 competencies are intended for both special and regular classroom teachers, with special importance for teachers of socially and emotionally disturbed adolescents. The competencies relate to three major areas: (1) creating an affective climate (using accepting rather than rejecting language, involving students in creating limits and learning activities); (2) managing conflicts and crises in the classroom (accepting and recognizing feelings accurately, communicating confidence in the student's ability to learn and grow); and (3) using positive classroom management practices (depersonalizing roles, using humor to decontaminate stressful situations). (Author/CL)

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ED 248 655 EC 170 434

Hawkins, Roger
Primary Mentoring as a Teaching Strategy.
PUB DATE- Jun 84
NOTE- 47p.; In: DeCaro, James J., Ed. and Areson, Ann H., Ed. Teaching, Learning and Development: Volume II. See EC 170 433.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Hearing Impairments; *Mentors; Postsecondary Education; *Program Development; *Teacher Student Relationship
IDENTIFIERS- *State University of New York Empire State College

Part of a collection of papers commissioned by Foundations, a project designed to identify the career development needs of postsecondary hearing impaired students, this paper examines the use of mentors as a teaching strategy. The initial section reviews historical aspects of the reintroduction of mentors in modern education. Three major forms of teaching--lecturing, didactic, and evocative teaching modes--are analyzed. Section 2 reviews the mentorship experiment underway for the past 10 years at Empire State College. The mentor role emphasizes advisement, intellectual development, and evaluation. The mentor/student relationship is addressed and findings from research on mentorship are reviewed. The central features of caring, knowing, trust, patience, and courage in the student/mentor relationship are examined. Implications for hearing impaired students are considered in a discussion of a program at Empire State College directed to hearing impaired students. Recommendations for designing and establishing a mentor position at the National Technical Institute for the Deaf are offered. (CL)

ED 248 672　　　　　　　　　　　　　　　　EC 170 451

Levin, Valerie E.; Dowda, Martha L.
STARS: Striving Together and Reaching Success; A Behavior Disorders Program Design.
Fulton County Board of Education, Atlanta, Ga.
PUB DATE- 80
NOTE- 231p.; The document was developed by Services for Exceptional Children.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Behavior Disorders; *Classroom Techniques; Intermediate Grades; Junior High Schools; Mainstreaming; Primary Education; *Program Descriptions; Program Design; *Student Evaluation

The manual introduces the framework of STARS (Striving Together and Reaching Success), a program for serving behaviorally disordered students in grades 1-8. The underlying philosophy is to provide a consistently structured instructional program to promote successful reintegration into a less restrictive educational setting. An overview section addresses such issues as eligibility, continuum of services, related services, and job descriptions. Fourteen program components (including classroom management procedures, affective education, assessment, team meetings, and inservice training) are outlined in the second section. The remainder of the manual details, in separate sections, designs for the primary and intermediate level programs (with sample classroom floor plans, schedules, checklists, and procedures for coordinating the management system). (CL)

ED 248 689 FL 014 453

Crawford, Mary; And Others

What's in a Name? Attitudes toward Ms. and Other Courtesy Titles.

PUB DATE- 84
NOTE- 15p.; Portions may be marginally legible due to poor print quality.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Students; Interpersonal Communication; *Language Attitudes; Language Usage; Semantics; *Standard Spoken Usage; *Student Attitudes; Surveys
IDENTIFIERS- *Address Forms

A survey of 99 female and 78 male college students regarding their attitudes toward titles of address for men (Mr.) and women (Miss, Mrs., and Ms.) had the students rate 10 concepts on 15 bipolar semantic differential scales. Nine of the concepts were neutral to the study's objectives, and the tenth was the concept of differential address for men and women. The scales used represented three universal components of affective meaning: evaluation, potency, and activity. It was found that on the evaluation scale, males and females agree that the four forms of address connote different degrees of goodness, with "Ms." receiving the lowest ratings. Comparisons showed "Ms." and "Mr." were rated lower than "Miss" or "Mrs." On the potency scale, males and females rated "Mr." lowest in potency, with "Ms." not siginificantly higher. Males rated "Mrs." significantly higher than the other three titles, while females rated "Miss" higher than the other three. On the activity measure, male and female subjects agreed that "Mr." and "Mrs." were lower in activity than "Miss" and "Ms.", with the latter receiving the highest absolute rating and "Mr." receiving the lowest. In sum, both males and females ascribed different affective meanings to the four forms of address on all three basic dimensions. However, no direct evidence was found in this study on whether these interpretations are extended to the titles' users. (MSE)

ED 248 332 CE 039 579

Accounting Occupations Cluster Assessment Guide.
Beaverton School District 48, Oreg.
SPONS. AGENCY- Oregon State Dept. of Education, Salem. Career and Vocational Education Div.
PUB DATE- 84
NOTE- 22p.; For related documents, see CE 039 577-580.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Accountants; *Accounting; Bookkeeping; Check Lists; Computer Oriented Programs; Course Content; Curriculum Development; *Demonstration Programs; Disabilities; Disadvantaged; Education Work Relationship; *Evaluation Methods; High Schools; Mainstreaming; Microcomputers; Models; *Occupational Clusters; Office Occupations Education; *Program Evaluation; School Business Relationship; Technological Advancement

This assessment guide, developed by the Model Accounting Project at Aloha High School in the Beaverton, Oregon, school district, contains criteria statements that reflect factors deemed essential for quality instruction and overall effectiveness of the accounting program. The guide can be used by an instructor as a self-assessment instrument or by outside assessment teams as statement. Criteria statements are included in the assessment guide for the Models; committee; staffing; curriculum; computerized accounting; facilities/equipment; instructional materials and supplies; cooperative work follow-up. An assessment profile completes the guide. (KC)

ED 248 346 CE 039 621

Wallace, Dennis L.; Cvancara, Joseph G., Ed.
A Self-Contained Parliamentary Learning Activity Unit for Vocational
  Agriculture Students in the State of Washington. A Curriculum
  Guide.
Eatonville School District, WA.
SPONS. AGENCY- Washington State Commission for Vocational Education,
  Olympia.
PUB DATE- 83
NOTE- 93p.; Prepared at Eatonville High School. Printed on colored
  paper.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom
  Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques
  (For Practitioners) - Classroom Use - Instructional Materials (For
  Learners) (051)
DESCRIPTORS- *Agricultural Education; Communication Skills;
  Curriculum Guides; Definitions; High Schools; Instructional
  Materials; *Interpersonal Communication; Learning Activities;
  *Meetings; *Parliamentary Procedures; Units of Study; *Vocational
  Education
IDENTIFIERS- Washington

This curriculum guide is designed as an aid for teachers and students of vocational agriculture to use in the teaching and learning of correct usage of parliamentary procedures. Addressed in the four sections of the unit are the following topics: parliamentary privileged motions (to fix adjournment times, to adjourn, to take a recess, to question privilege, and to call for orders of the day); parliamentary subsidiary motions (laying motions on the table, handling previous motions, limiting or extending the limits of a debate, postponing actions definitely, referring items to committee, making and amending amendments, and postponing items indefinitely); parliamentary main motions (making main motions; taking them from the table; reconsidering, rescinding, expunging, and adopting motions; adjourning; and creating and amending orders of the day); and parliamentary incidential motions (suspending rules, withdrawing a motion, reading papers, objecting to a consideration, making a parliamentary inquiry, appealing a decision of the chair, and calling for divisions of the house and of a question.) Appendixes to the unit contain a list of topics for parliamentary law contests and a list of oral questions for parliamentary law contests. A bibliography concludes the guide. (MN)

ED 248 359 CE 039 650

Job Placement Program. Final Report 1983-84.

Hopatcong Borough School District, NJ.

SPONS. AGENCY- New Jersey State Dept. of Education, Trenton. Div. of Vocational Education and Career Preparation.
PUB DATE- 84
NOTE- 37p.; Prepared at Hopatcong High School.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Career Counseling; Databases; *Employment Opportunities; High Schools; High School Seniors; *Information Centers; Information Dissemination; *Job Placement; Linking Agents; *Noncollege Bound Students; Program Effectiveness; Program Implementation; Referral; School Community Relationship; *Student Employment
IDENTIFIERS- New Jersey

The Job Placement Program was designed to provide counseling and job placement assistance to work-bound high school seniors as well as information on employment opportunities to all students, whether work or college bound. During the project, members of the senior class at Hopatcong High School in Hopatcong, New Jersey, were surveyed in order to identify those students who intended to find full-time employment after graduation. Next, research efforts were implemented to gather information on entry-level positions compatible with the needs and abilities of these seniors. Project staff developed and maintained contacts with local resource persons in the community in order to obtain leads on new job openings and advertised these jobs to students through a job resource file, daily bulletin board displays, and classroom presentations.

Although no seniors were placed into full-time entry-level jobs by the job placement counselor, 34 percent of those students who received referrals from the job placement counselor did manage to find part-time school-year jobs. It was recommended that project staff begin working with employment-bound seniors earlier in the academic year. (Various products of the project are appended to this report.) (MN)

ED 248 386 CE 039 717

Relocate for Better Jobs.

Salem County Vocational Technical Schools. Woodstown, NJ.

SPONS. AGENCY- New Jersey State Dept. of Education, Trenton. Div. of Vocational Education and Career Preparation.
PUB DATE- 84
NOTE- 126p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adults; *Career Change; Career Education; *Career Planning; *Decision Making; *Employment Opportunities; Expenditures; Individual Needs; Information Sources; *Job Search Methods; Learning Activities; Learning Modules; Postsecondary Education; *Relocation; Secondary Education; Self Evaluation (Individuals); Unemployment; Values

These six modules are designed to help individuals make the decision whether or not to relocate to find a job or a better job. The modules cover (1) the steps in making a decision and the importance of the information-gathering stage, (2) exploring personal values and needs that are important in making a decision about relocating, (3) the steps in job hunting at a distance, (4) getting information on distant locations (housing, life-style, the environment), (5) calculating the expenses of a move and the financial advantages or disadvantages of relocating, and (6) putting all the information together for a "test run." Each module provides informational material and exercises. A bibliography is appended. (YLB)

ED 248 400 CE 039 733

Baker, Glenn E.
Multicultural Preparation for Industrial Arts Teachers. Final Report.
Texas A and M Univ., College Station. Dept. of Industrial Education.
SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE- 30 Jun 83
NOTE- 112p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Bilingual Education; Cultural Awareness; Cultural Pluralism; Curriculum Development; Educational Resources; *Industrial Arts; Inservice Teacher Education; *Instructional Materials; Literature Reviews; *Material Development; Mexican American Education; Minority Groups; *Multicultural Education; Multicultural Textbooks; Secondary Education; Social Discrimination; *Teacher Education; Teaching Methods; Trade and Industrial Education; Workshops
IDENTIFIERS- Texas

A project was conducted in Texas to accomplish the following objectives: (1) identify problem areas encountered by exploratory industrial arts teachers when working with multicultural/bilingual students; (2) devise teaching strategies to develop and implement language/culture sensitive exploratory industrial arts curriculum materials; and (3) identify techniques for disseminating these strategies in inservice and preservice teacher education settings. An extensive literature search showed few materials that were applicable to specific subjects and were readily adaptable for Texas. Therefore, a workshop was conducted to explore the needs of exploratory industrial arts teachers when working with bilingual/multicultural students. Participants from the fields of industrial arts, multicultural/bilingual education, vocational education, and curriculum and instruction were solicited for input concerning both the development and implementation of materials based upon the perceived needs. The workshop generated a list of specific competencies to be used as a guide to develop materials. In addition, pilot study workshops were conducted by project staff to solicit grassroots input into the development and implementation of the instructional materials and to sensitive teachers and supervisors to the problems. Materials were then created and disseminated in several workshops throughout the state. However, although participants felt that project content and materials were helpful, few teachers participated, and few professionals felt that the topic was of importance. Although project materials were to be disseminated, the project staff felt that it was unlikely that the materials would be used until the issue is addressed on a broad scale. (KC)

ED 248 413 CG 017 685

Jordan-Davis, Walter E.
The Cry for Help Unheard: Dropout Interviews.
Austin Independent School District, Tex. Office of Research and Evaluation.

REPORT NO.- AISD-ORE-83.47
PUB DATE- Apr 84
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984). Parts of Attachment A may be marginally legible due to small print.
AVAILABLE FROM- Office of Research and Evaluation, AISD, 6100 Guadalupe, Box 79, Austin, TX 78752.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at.. " (150)
DESCRIPTORS- *Dropout Attitudes; *Dropout Characteristics; Dropout Research; *Dropouts; High Schools; High School Students; Low Achievement; Predictor Variables; *School Holding Power; *Student Needs; Student School Relationship

One of the concerns expressed by educators nationwide is the alarmingly high numbers of students who withdraw from schools before graduating. In response to this concern, the Austin Independent School District interviewed 95 dropouts in their homes, asking them why they left school and what could have been done that would have enabled them to remain in school. Responses indicated that no one issue could fully explain school withdrawal. Social, personal, and academic issues were interwoven; however, school related issues were the most commonly mentioned, with inadequate academic preparation, especially in reading and writing, mentioned as a primary reason for withdrawal. The ability to work was the most commonly cited advantage to dropping out, although employment concerns were also listed as the primary disadvantage. The findings suggest that providing all students with the opportunity to develop basic academic skills in the early grades could reduce the number of dropouts. (JAC)

ED 248 576 EA 017 035

Jenkins, Kenneth D.
Towards Professionalization.
PUB DATE- Nov 83
NOTE- 35p.; Paper presented at the Annual Conference of the Southern Regional Council on Educational Administration (Knoxville, TN, November 13-15, 1983).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Accountability; Career Ladders; Elementary Secondary Education; Ethics; Professional Associations; *Professional Development; *Professional Personnel; *Professional Recognition; Rewards; Salary Wage Differentials; *Standards; Teacher Attitudes; Teacher Effectiveness; Teacher Salaries; *Teaching (Occupation)

A review of the literature reveals that a profession: (1) possesses a unique set of abilities, (2) is based on a systematic body of knowledge, (3) is client-centered, (4) bonds its members together in associations, (5) is accorded a monopoly of licensure to protect standards, (6) possesses a regulatory code of ethical conduct, (7) assumes responsibility for professional acts, and (8) is accorded a fee for services. To achieve full professional stature, education must: have an adequate free structure; organize, systematize, and transmit a body of knowledge; develop an umbrella of professional membership to include all practitioners; develop ways to reward excellence; have greater participation in the licensure structure; have a greater role in teacher preparation; adhere to a single regulatory code of ethics; and finally, accept the issue of accountability. Two pages of references are included. (MLF)

ED 248 703 FL 014 559

Bruhn, Thea C.
Senegal: Country Status Report.
Center for Applied Linguistics, Washington, DC. Language/Area Reference Center.
PUB DATE- Jun 84
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; *African Languages; Armed Forces; Bilingualism; Elementary Secondary Education; *Foreign Countries; *French; Higher Education; Industry; Language Maintenance; Language of Instruction; *Language Planning; Language Role; Language Standardization; *Language Usage; Literacy Education; Mass Media; Monolingualism; Multilingualism; *Official Languages; Public Policy; Wolof
IDENTIFIERS- Diola; Malinke; Pulaar; *Senegal; Serer; Soninke

A survey of the status of language usage in Senegal begins with an overview of the patterns of usage of French, the official language, and the six vernaculars spoken by 90% of the population and designated as national languages: Wolof, Pulaar, Serer, Diola, Malinke, and Soninke. Recent strong interest in promoting national languages and literacy is discussed. Wolof has become the normal trading language and its speakers number as high as 80% or more of the population. A matrix follows that rates these seven languages on: (1) their usage rating using State Department classifications; (2) increase and decrease trends by the year 2000; (3) chief of state use in addressing the populace; (4) use in armed forces, government, court, and diplomatic communications, written and oral; (5) use as a language of instruction or required language in higher education, on the secondary and elementary levels, and in adult education; (6) use in the popular press, radio and television broadcasting, and film; (7) business and professional use, written and oral; (8) use in intellectual circles; (9) the alphabet situation; (10) the status of indigenous literature; (11) use in public signs and notices; and (12) the availability of instructional materials and dictionaries in the native languages for use in English as a second language. Explanatory notes give the number and population percentages using the languages, the type of alphabet used, and specific instructional materials titles. A selected bibliography is also included. (MSE)

ED 248 717 FL 014 573

Smith, Nancy E.
Teaching Job-Related English as a Second Language.
Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Aug 84
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; *Bilingual Education; Employment Potential; Federal Government; Federal Legislation; Limited English Speaking; Program Development; *Program Implementation; Resource Materials; Second Language Instruction; State Government; Testing; *Vocational Education
IDENTIFIERS- *Vocational English as a Second Language

One program model for limited English proficient (LEP) adults incorporating job-related English as an important component is bilingual vocational education, authorized by the federal Vocational Education Act. Its objective is to make LEP adults more employable by teaching them both English and job skills. Such a project uses a team of two teachers, a vocational and a language instructor. A major advantage of this model is that students do not have to wait to learn English in order to learn job skills. Experience has shown that the employment rate of participants is higher than average, and that participants' earnings tend to keep pace with inflation. Many techniques and resources designed for these programs can also be adapted for other adult education and LEP program use. Available program planning and implementation materials cover such topics as (1) components to be considered in planning, administering, and evaluating programs; (2) overcoming obstacles to full trainee participation; (3) language teaching techniques specifically for job-related English, (4) identifying occupations in which foreign language skills are an asset, (5) vocational oral proficiency testing, and (6) strategies for using external program resources. Titles, sources, and names of contacts for obtaining these materials are provided. (MSE)

ED 248 319 CE 038 907

A Nation at Risk: VICA Members Respond. A Report to the Nation and the Secretary of Education.

Vocational Industrial Clubs of America, Leesburg, VA.

PUB DATE- Oct 83
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Back to Basics; Basic Skills; Citizen Participation; *Educational Improvement; *Educational Quality; *Industrial Education; Postsecondary Education; School Schedules; Secondary Education; *Student Attitudes; *Student Organizations; Student Participation; Student Role; *Vocational Education
IDENTIFIERS- *Vocational Industrial Clubs of America

This report presents the response of delegates to the 1983 Vocational Industrial Clubs of America (VICA) National Leadership Conference to the report of the National Commission on Excellence and Education, "A Nation at Risk." Their responses are provided to three issues: content (the Five New Basics), time, and citizen involvement. For each issue, a recommendation quoted from the Commission's report is followed by a comment, a question based on the recommendation, and the delegates' response. These are the questions to which delegates responded: (1) How would your completion of the New Basics better prepare you for occupational training and future employment? (2) How would you be affected if you spent more time in school and do you need more time in school for your occupational training? and (3) What could VICA members at all levels do to respond to the report and how might club activities relate to our theme, "Making US First"? (YLB)

ED 248 374 CE 039 694

Tri-County Displaced Homemakers Project: Monroe, Owen, and Lawrence. Final Report.

Bloomington Dept. of Human Resources, Ind.

SPONS. AGENCY- Indiana State Board of Vocational and Technical Education, Indianapolis.
PUB DATE- 30 Nov 83
NOTE- 99p.; Appendix D ("Directory of Services for Displaced Homemakers: Monroe County") is not included in the document.
AVAILABLE FROM- Appendix D and other project products are available from the Human Resources Department, City of Bloomington, Box 100, Municipal Building, Bloomington, IN 47402.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adults; *Career Counseling; *Career Development; Career Education; Daily Living Skills; *Displaced Homemakers; *Employment Potential; *Job Search Methods; *Job Skills; Needs Assessment; Postsecondary Education; Reentry Workers; Regional Cooperation; Resource Materials; Self Actualization; Self Evaluation (Individuals); Stress Management; Workshops
IDENTIFIERS- Indiana (Bloomington)

A project was conducted by the city of Bloomington, Indiana, to help displaced homemakers cope with stress, learn to manage their lives, become more assertive, and gain job search skills. Aimed at a three-county area, the project assessed the job market, developed counseling techniques, developed interest and aptitude assessment instruments, determined clients' needs for employment counseling, and developed a career exploration course. Employment counseling was provided to 106 women, while 33 completed the career exploration course. In addition, the project's job developer contacted 91 new employers and maintained relationships with the 106 employers contacted during a previous year of the project. A course in job seeking was offered to 23 persons. Through this course and the individual counseling, 90 clients found employment; 77 of these found a job while working with the job developer. Thirty-seven clients were enrolled in training/education programs, and 68 women participated in life management workshops. Finally, support groups were established for those who wished to attend, and counseling was provided to 190 persons. As a result of the project, information and resource material was developed and distributed to displaced homemakers, and training packets and a service directory were developed and made available to professionals in the area. (Appendixes, amounting to more than half of the document, contain the forms used in the project, workshop materials, promotional materials, and a list of project products.) (KC)

ED 248 593　　　　　　　　　　　　　　　　　EA 017 088

Addelston, Lorraine W., Ed.
A Guide to Our Juvenile Delinquent System: The Family Court and the Juvenile Transgressor. Volume II .

League of Women Voters of the City of New York Education Fund, NY.
PUB DATE- Dec 83
NOTE- 12p.; Prepared by the Criminal Justice Committee, League of Women Voters of the City of New York. For related documents, see EA 017 087-089. This volume updates EA 017 087.
AVAILABLE FROM- Publications Sales, League of Women Voters of New York City, 817 Broadway, New York, NY 10003 ($3.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Court Judges; *Criminal Law; *Delinquency; *Justice; *Juvenile Courts; *Law Enforcement; Police Action; Police Community Relationship; Sentencing; Youth Problems
IDENTIFIERS- *New York (New York)

A study of the criminal justice system in New York City led to the publication in December 1982 of "A Guide to Our Criminal Justice System." A portion of the guide dealt with the steps involved in the arrest to disposition of a juvenile. On July 1, 1983, the New York State Legislature's Act to "Recodify the Family Court Act" went into effect. The present publication describes the highlights of the current steps involved in the arrest to disposition of juveniles and updates the sequence in accordance with the 1983 regulations governing the Family Court and juvenile transgressors. A skeletal organization chart of the agencies involved and a short glossary accompany the text. (MLF)

ED 248 641 EC 170 419

Zucker, Stanley H.; Prehm, Herbert J.
Parameters of Cumulative Programming with Severely/Profoundly Handicapped Pupils. Final Report.
Arizona State Univ., Tempe, Dept. of Special Education.
SPONS. AGENCY- Department of Education, Washington, DC.

PUB DATE- Jan 84
NOTE- 51p.
GRANT- G008001872
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; Models; *Severe Disabilities; *Teaching Methods
IDENTIFIERS- *Cumulative Programing

A project incorporating 15 studies on parameters of cumulative programming instructional strategies in severely handicapped populations is presented. A model was developed to allow for controlled formal investigation of potentially relevant variables including those descriptive of the subject (such as handicapping condition, race, or age), the content (areas of skill or knowledge), and the task (variables related to the actual instructional process). The model allows for design of new studies based on the results of previous ones. Fifteen studies on various aspects of subject, content, and task variables are then reviewed and data are presented in table form. (CL)

ED 248 656 EC 170 435

Osguthorpe, Russell T.
Tutoring Special Students.
PUB DATE- Jun 84

NOTE- 38p.; In: DeCaro, James J., Ed. and Areson, Ann H., Ed. Teaching, Learning and Development: Volume II. See EC 170 433.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Academic Achievement; *Adjustment (to Environment); Career Development; Cross Age Teaching; Disabilities; *Hearing Impairments; *Moral Development; Peer Teaching; Postsecondary Education; Tutorial Programs; *Tutoring; Tutors

Issues in tutoring handicapped and gifted students are examined in the paper, one of a collection of papers commissioned for the Foundations project on the career development needs of students entering the National Technical Institute for the Deaf. Studies are reviewed which assess the effects of tutoring on both tutors and tutees in three broad areas: academic performance, personal/social adjustment, and moral development. Despite the finding that most research on tutoring is descriptive rather than experimental in nature, implications for special students are considered. A review follows of the major types of tutoring (adult-child, peer, and cross-age tutoring). The following are among the broad conclusions formed: (1) that tutoring is one of the most effective methods of instruction available and (2) that tutors can improve their social behaviors, adjustment, and self-esteem. It is suggested that hearing impaired students should benefit greatly from the tutoring experience. (CL)

ED 248 673 EC 170 452

Fryer, Angela Crowe
Characteristics of an Effective Program of Inservice Education for Dormitory Counselors in Residential Schools for the Deaf: A Survey of Superintendents' Perceptions.
PUB DATE- Jun 82
NOTE- 145p.; Ph.D. Dissertation, University of Tennessee.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041) Reports - Research/Technical (143)
DESCRIPTORS- *Counselor Training; *Deafness; Elementary Secondary Education; *Hearing Impairments; *Inservice Education; *Paraprofessional Personnel; Resident Advisers; *Residential Schools

A survey of superintendents of residential schools for the deaf in the United States sought to evaluate perceptions of appropriate goals and planning procedures for effective inservice programs for dormitory counselors. Among other findings, superintendents placed a high value on the use of inservice education to help counselors learn techniques for teaching social and career adjustment skills; they placed a relatively low value on the use of such programs for helping counselors qualify for or upgrade certification, improve their understanding of common disabilities, learn techniques for teaching self-care skills, or plan and supervise recreational activities. Recommendations, based on survey findings and a review of the literature, included, among others, (1) that well-planned, well-integrated inservice education programs should be provided for dormitory counselors; (2) that appropriate paraprofessional salaries and opportunities for career growth should be provided; and (3) that superintendents should recognize and begin to tap the potential of dormitory counselors for contributing to the education and development of deaf students, particularly in the area of speech and language development. (JW)

ED 248 690 FL 014 462

Burkart, Edward I.

The Check Procedure in a Technical English Training Course.
PUB DATE- Apr 80
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Journal Articles (080)
DESCRIPTORS- Adult Students; *Check Lists; Classroom Techniques; *Electronic Equipment; *English for Special Purposes; Laboratory Procedures; *Mechanical Equipment; Second Language Instruction; Technical Education; Vocabulary

Performing detailed check procedures is an important part of the daily routine of operators of sophisticated mechanical and electronic equipment. Check procedures contain technical vocabulary, specialized structures and basic technological concepts, all of which are unfamiliar to many foreign operator trainees. The article proposes the inclusion of check procedures in a technical English course designed to be taken by these trainees after their general English training and before substantive operator training. The nature of the check procedure is discussed and its role in a technical English course is examined. Certain problems in teaching the procedure are considered, including teacher orientation, the abstractness of the procedures, and the need for special instructional routines. Solutions for these problems are proposed, and detailed routines for introducing and reviewing a check procedure in the English classroom are given. (Author/MSE)

ED 248 333 CE 039 580

Model Accounting Program. Adopters Guide.
Beaverton School District 48, Oreg.
SPONS. AGENCY- Oregon State Dept. of Education, Salem. Career and Vocational Education Div.
PUB DATE- 84
NOTE- 84p.; For related documents, see CE 039 577-579.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Accounting; Bookkeeping; Computer Oriented Programs; Course Content; Curriculum Development; Delivery Systems; *Demonstration Programs; Disadvantaged; Educational Planning; Education Work Relationship; High Schools; Microcomputers; Models; *Occupational Clusters; Office Occupations Education; *Program Development; Program Evaluation; *Program Implementation; Program Improvement; School Business Relationship; State Curriculum Guides; Technological Advancement

The accounting cluster demonstration project conducted at Aloha High School in the Beaverton, Oregon, school district developed a model curriculum for high school accounting. The curriculum is based on interviews with professionals in the accounting field and emphasizes the use of computers. It is suitable for use with special needs students as well as regular vocational education students. This guide was created to help persons who adopt the accounting cluster curriculum to understand the background of the curriculum and to adapt it to the needs of their schools. Following an introduction to the program, sections II through VIII of the guide provide the following information: selecting a base for program improvement, identifying curriculum content, developing the curriculum, developing the delivery system, field testing curriculum and delivery systems, establishing curriculum and delivery systems, and disseminating products. Extensive appendixes contain sampling information, a management interview guide, a task inventory format, a management information summary, a summary of the accounting task inventory, a computer survey instrument, matrixes for curriculum analysis by course and by grade level, a student performance skills card, a program assessment guide, a matrix for curriculum analysis of the delivery system, and information on serving disadvantaged and handicapped students in accounting. (KC)

ED 248 387 CE 039 718

MacKenzie, John R.
Organized Labor Education and Training Programs. Information Series No. 286.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 84
NOTE- 53p.
CONTRACT- 400-81-0035
AVAILABLE FROM- National Center Publications, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (Order No. IN 286).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reports - Research/Technical (143) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Adult Education; *Apprenticeships; *College Role; Community Colleges; Degrees (Academic); Government Role; *Labor Education; Labor Legislation; Labor Relations; Leaves of Absence; Postsecondary Education; Retraining; *Training Allowances; Trusts (Financial); *Tuition Grants; *Unions; Universities
IDENTIFIERS- Labor Studies

This paper examines the role of organized labor in the United States in providing training and education for union members. The first section clarifies the purpose of the union as an institution by examining its roles, functions, characteristics, and legal frameworks. Domestic and international competition affecting unions and their relationship to business and industry are discussed. Labor education and training sponsored by trade unions are the main topics of the second section. The role of unions in providing apprenticeship training is described, emphasizing the importance of training trust funds for apprentices. Labor education is the training of union officers and members to fulfill their functions within the union and the larger society. In the third section, the role of educational institutions in providing labor education is outlined, delineating three stages of development of university labor education programs. The emerging role of community colleges is acknowledged. Four types of tuition aid programs are the subject of the fourth section: tuition advancement or reimbursement, educational leave, training funds, and scholarships and educational loans. This section includes information about barriers to worker participation and ways to overcome them. Case studies describing educational programs sponsored by unions conclude the monograph, illustrating the diversity of educational and training opportunities available to union members. (SK)

ED 248 414 CG 017 686

Oversight Hearing on Child Support Enforcement. Hearing before the Subcommittee on Select Education of the Committee on Education and Labor. House of Representatives, Ninety-Eighth Congress, First Session (New York, New York).

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

PUB DATE- 12 Sep 83

NOTE- 104p.; Some pages are marginally reproducible because of small print.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Child Abuse; *Child Neglect; Compliance (Legal); Divorce; Fatherless Family; Federal Legislation; *Government Role; Hearings; *Law Enforcement; Stress Variables

IDENTIFIERS- *Child Support; Congress 98th

This document presents the text of the Congressional hearings on nonpayment of child support, examining the link between nonpayment and child abuse, and focusing on possible remedies. The content of the proposed National Child Support Enforcement Act (H.R. 3354) is discussed. Written statements from 12 individuals are included, dealing with the difficulties in enforcing current child support rulings, welfare spending, and court jurisdictions. Statements from custodial mothers having difficulty receiving child support are provided. A description of the work of FOCUS, For Our Child and Us, a New York State funded paralegal agency concerned with the enforcement of court awarded child support, is also presented. Collection methods for child support payments are proposed, including state clearinghouses, wage attachment, jail, and interception of tax refunds. (JAC)

ED 248 429 CG 017 703

Burns, David A.

Residential Care: Back to First Principles.
PUB DATE- 84
NOTE- 21p.; Paper presented at the International Study Seminar "Group Care Practice: The Challenge of the Next Decade!" (London, England, April 30 - May 4, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Individual Needs; *Organizational Climate; Power Structure; Program Administration; *Program Design; *Residential Care; *Therapeutic Environment
IDENTIFIERS- Radicalism

Residential care must be redefined, free from jargon and rhetoric. Over the past 20 years, the social welfare approach, which encompasses the medical model, has dominated legislative and practical thinking about residential care. This theoretical thinking reached its culmination in the concept of the therapeutic community. The therapeutic community is based on democratisation and permissiveness, supported by reality confrontation and communalism. However, in practice, the ideal of each member in the community sharing equally in the exercise of power in decision making about community affairs cannot happen without deleterious consequences. The democracy of the therapeutic community is at best a pretense. Residential care must think anew about the problematic elements in the therapeutic community of diffusion of authority and responsibility. A balance must be struck between the power of those exercising authority and the freedom of those subject to it. The primary task of residential care is to provide a living situation which meets the physical, emotional, intellectual, and spiritual needs of the residents. The facility must nurture its residents. Residential care depends on a professional assessment of need and a professional application of a planned program to meet that need. Residential care must develop a cogent philosophy, a relevant theoretical model, and a program of practice based on both. (BL)

ED 248 444 CG 017 718

Kearns, Rick; Hall, Bradley H.
Recommendations for School Policies and Procedures Concerning Chemical Health Issues in Idaho Schools.
Idaho State Dept. of Education, Boise.
PUB DATE- 83
NOTE- 38p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Adolescents; Community Resources; Confidentiality; Consultation Programs; Crisis Intervention; *Drug Abuse; Guidelines; *Legal Responsibility; Models; Prevention; *School Policy; *School Role; Secondary Education; Student School Relationship
IDENTIFIERS- *Idaho

These guidelines were prepared to assist Idaho schools in developing policies and procedures for internal systems to respond to adolescent chemical use. Response to chemical health issues is discussed in terms of the school's role, need for policy, confidentiality issues, and administrative coordination of efforts. Staff training, primary prevention, early identification, crisis intervention, and aftercare are also discussed, as are the benefits of outside consultants. A section on legalities and responsibilities under Idaho law includes the responsibility and liability of school officials. The appendices contain suggested guidelines for selecting consultants, a list of prevention education providers and private providers of substance abuse intervention and rehabilitation services, community resource information, school law enforcement relationship guidelines, a student assistance process development flowchart, and a student assistance program intervention flowchart. (JAC)

ED 248 459 CS 007 682

Zinski, Joanne Pica

A Study of the Effects of a Pre-First Grade Transitional Class as Compared with First Grade Retention on Reading Achievement.
Florida Educational Research and Development Council, Inc., Sanibel.
PUB DATE- 83
NOTE- 57p.
AVAILABLE FROM- FERDC, P.O. Box 506, Sanibel, FL 33957 ($3.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Collected Works - Serials (022)
DESCRIPTORS- Comparative Analysis; *Grade Repetition; *High Risk Students; Primary Education; Program Content; *Program Effectiveness; Program Evaluation; Reading Achievement; *Reading Research; School Holding Power; *School Readiness; Transitional Programs

A study was conducted to determine if participation in a pre-first grade transactional program would be more effective than grade repetition in enhancing first grade readiness. The transition program emphasized the acquisition of academic and behavioral skills necessary for a successful first grade experience. Students in the program were trained to sit at desks for increasing periods of time, work independently of the teacher, listen to and follow directions, and copy from the board. Reading instruction stressed visual and auditory discrimination of letters and sounds, letter-sound associations, and other readiness skills. The Language Experience in Reading and Peabody Language Kits were also used in the program. The design of the study was an ex post facto comparison of two groups. Transition repeater students were compared to nontransition repeaters at the end of their second first grade year on standardized reading and language achievement tests and on reading levels in the Holt series. Results indicated no significant difference in scores of the two groups on the reading and language tests. Teacher ratings of student performance also showed no significant differences in the two groups. (FL)

ED 248 473 CS 007 753

Doltas, Dilek, Ed.; And Others
Report on the Selection Procedure Based on Readers' Responses to the Original Nine Tales in Turkey. Fairytale: An Interdisciplinary Turco-Danish Study of the Collective v. the Individual Nature of the Response to Literature. Report No. 9. Revised.
Bosphorus Univ., Istanbul (Turkey). Dept. of Language and Literature.; Copenhagen Univ. (Denmark). Dept. of English.
PUB DATE- 25 Jan 81
NOTE- 48p.; Sponsored jointly by Unesco, NATO, and the Danish Research Council for the Humanities. For related documents, see CS 007 745-759.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Critical Reading; *Cross Cultural Studies; *Folk Culture; Foreign Countries; Literary Criticism; Literary Devices; *Literature Appreciation; Pilot Projects; *Reader Response; *Reading Research; Research Methodology; Secondary Education
IDENTIFIERS- Denmark; *Fairy Tales; *Response to Literature; Turkey

Prepared as part of the Turko-Danish Fairytale Project conducted to uncover universal, cross-cultural features in readers' response to literature, this paper reports on a pilot study to determine which three out of nine preselected fairy tales would elicit the most faceted response from a population of Turkish readers. After explaining the selection of readers, the paper then details the translation, editing, and stylistic preparation of the tales to make them comprehensible to Turkish readers. A description of the nine-point questionnaire used to elicit responses from the readers about each tale is followed by an analysis of their answers using a 29-point key developed by the researchers. The discussion of the key is divided into two sections, the first dealing with the readers' economic and cultural backgrounds, the second with the readers' conscious and unconscious interpretation and evaluation of the texts. The latter section pays particular attention to the themes of "struggle with authority" and "rewards." Statements reflecting these themes that could be deduced from the texts were incorporated into the key based on the analysis of fairy tale content. (RBW)

ED 248 488 CS 007 777

Combs, Carol; Van Dusseldorp, Ralph

Student and Teacher Attitudes toward Uninterrupted Sustained Silent Reading.

PUB DATE- 84
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Education; Program Effectiveness; Program Evaluation; *Reading Attitudes; *Reading Habits; *Reading Programs; Reading Research; *Student Attitudes; *Sustained Silent Reading; *Teacher Attitudes; Teaching Methods

A study was conducted to determine the attitudes of teachers and students toward a program of uninterrupted sustained silent reading (USSR) operating in their school. The 14 teachers and 136 students in grades three through six were questioned about their attitudes toward the program. Teachers were also asked for opinions about USSR's effect on student achievement, perceptions of students' reading habits, and whether a relationship existed between students' interest in USSR and reading ability. The responses indicated that 84% of the students said they read most or all of the time during USSR periods. Only 2.3% said they did not read. A comparable percentage of teachers read during most or all of the USSR periods. Most teachers and students agreed that their room was usually quiet during USSR periods. The teachers felt that students had increased their reading since the program was initiated, with 58% reporting that their students read a lot more. None felt that their students' reading habits had remained unchanged. Most of the students who perceived a change in their reading habits were in the fourth grade, where nearly half said they read a lot more since the program began. In the sixth grade, 75% of the boys and 50% of the girls said their reading habits had not changed since the program began. The results also indicated overwhelming support for keeping USSR in the school's reading program. (HTH)

ED 248 503 CS 208 302

Schamber, Linda
The Professor as Intern: Approaches to Teaching Advertising Creativity.
PUB DATE- Aug 84
NOTE- 12p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (67th, Gainesville, FL, August 5-8, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Advertising; *College Faculty; Course Content; *Curriculum Development; Education Work Relationship; Higher Education; *Internship Programs; Job Skills; *School Business Relationship; *Skill Development
IDENTIFIERS- *Advertising Industry

Drawing upon the experiences of a participant in the Visiting Professor Program sponsored by the Advertising Education Foundation of the American Advertising Federation and the American Academy of Advertising, this paper discusses the advantages such programs can have for both the host company and the participant. The first section of the paper describes the Visiting Professor Program, a summer program that places professors in advertising agencies for 8 weeks, and the experiences of one of the participants during a summer with the Ogilvy and Mather agency. The second section examines how the program has benefitted both host and participant, while the third presents impressions of the experiences. The fourth section offers teaching ideas for the advertising course drawn from the program, and the fifth presents ideas for improving the advertising curriculum. The sixth section discusses the roles of the visiting professor, specifically those of diplomat, representative, and network builder. The concluding section offers suggestions for developing and promoting the internship concept. (FL)

ED 248 518 CS 208 541

Lewis, William J.
Making a Literature Methods Course "Realistic."

PUB DATE- 82
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Class Activities; Classroom Techniques; *English Instruction; Higher Education; *Literature Appreciation; *Methods Courses; *Preservice Teacher Education; Teacher Education; *Teaching Methods

Recognizing that it can be a challenge to make an undergraduate literature methods course realistic, a methods instructor at a Michigan university has developed three major and several minor activities that have proven effective in preparing pre-student teachers for the "real world" of teaching and, at the same time, have been challenging and enjoyable for the students. The three major assignments include: (1) analyzing a current textbook suitable for use in a secondary school classroom; (2) writing a lesson plan, teaching it to a small group of fellow students, videotaping it, and analyzing teaching abilities; and (3) preparing a learning activity packet. The minor assignments include writing reviews of professional journal articles, preparing interpretive readings on audio tapes of poems appropriate for use in the secondary school classroom, and conducting biographical research by adopting a "Zodiac Pal." (HTH)

ED 248 533 CS 208 568

Whitmer, Jean E.

Children's Literature of the Southwest: Creative Springboard to Integrating the Language Arts.

PUB DATE- 4 Oct 84
NOTE- 21p.; Paper presented at the Annual Meeting of the Southwest Regional Conference of the National Council of Teachers of English (Albuquerque, NM, October 4-6, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Childrens Literature; *Creative Writing; Creativity; Elementary Education; *Integrated Activities; Language Acquisition; *Language Arts; *Language Usage; Regional Characteristics; Writing Instruction; *Writing Skills
IDENTIFIERS- *Southwestern American Literature

Using children's books that reflect the cultural heritage of the American Southwest, this paper offers suggestions for integrating the language arts through reading, writing, and listening activities. Activities are arranged into two sections: (1) integrated language arts approaches to writing springing from Southwest picture books by Byrd Baylor, including "The Desert is Theirs," "We Walk in Sandy Places," "When Clay Sings," and "Hawk, I'm Your Brother"; (2) integrated language arts approaches to writing springing from other books on the Southwest, including "The Girl Who Loved Wild Horses" (P. Goble), "The Day It Snowed Tortillas" (J. Hayes), "Annie and the Old One" (M. Miles), and "A New Miguel" (J. Krumgold). (FL)

ED 248 548 CS 504 669

Hughey, Jim D.; Harper, Bena
Grading Style and Instructor Responsiveness.
PUB DATE- Nov 83
NOTE- 27p.; Paper presented at the Annual Meeting of the Speech Communication Association (69th, Washington, DC, November 10-13, 1983).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavior Patterns; Classroom Communication; *Communication Research; *Communication Skills; Educational Theories; *Grading; Higher Education; *Measurement Techniques; *Predictor Variables; *Teacher Response; Teacher Student Relationship

Grading style refers to the regularities and variations in the judging habits of instructors. To test the contention that grading is a communication act and ought to be related to other communication variables like instructor responsiveness, a study examined data collected from 15 teaching assistants and 2 faculty members. In addition, it reviewed grades from their 1,578 students. The communication responsiveness of each instructor was measured by the Conversation Self Report Inventory (CSRI), which taps three modes of responsiveness--mastery (an assertive mode), flexibility (a supportive/adaptive mode), and neutrality (a communication-avoidance mode). Discriminant analysis revealed a respectable relationship between grading style and communicative responsiveness of instructor. It showed that neutral responsives exhibited more lenient grading patterns than other instructors, but that they became more severe in their grading toward the end of the course. Overall, the results provide an empirical base for grading scale construct and demonstrate its relevance to the communicologist. (FL)

ED 248 563 CS 504 692

Bratt, David
Cognitive Psychology and Audience-Oriented Dramatic Theory.

PUB DATE- Aug 84
NOTE- 16p.; Paper presented at the Annual Meeting of the American Theatre Association (San Francisco, CA, August 12-15, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Audience Analysis; Audiences; Cognitive Processes; Cognitive Structures; *Drama; *Playwriting; *Schemata (Cognition); *Speech Communication; *Theories
IDENTIFIERS- *Audience Awareness; Audience Response; *Cognitive Psychology

Cognitive psychology's most useful contribution to dramatic theory is the concept of schemata, or the mental structures that make up part of the perceptual cycle. In regard to an audience-oriented dramatic theory, this suggests that analysis of a script ought to identify the sorts of schemata that are to be aroused in the audience's minds and the stimuli likely to affect their arousal. Communication and cognition require that expectations be subverted in some way and at some time. One of the aims of analysis, then, is to discover where and how this happens. Among the schemata most useful to playwrights are those that use prior experience with other plays to encourage the prediction of future occurrences in the play being watched. In addition, cognitive theory emphasizes that the order in which a production presents information determines the order in which the viewer will receive it. Two other findings of cognitive psychology lending themselves to theatrical theory and practice are (1) that people perceive across sensory channels rather than in discrete compartments, allowing visual and aural stimuli to reinforce one another; and (2) the ease with which viewers perceive and retain sentences depends less on sentence length than on structure. Finally, cognitive theory permits freedom from the obligation to examine every incoming stimulus before deciding how to respond, enabling viewers to distinguish between superior scripts and productions and less worthy ones. (These points are illustrated throughout the paper with scenes from "Julius Caesar" and "Wait Until Dark.") (HOD)

ED 248 577 EA 017 036

Van Meter, Eddy J.

The Perspectives Model: Alternative Approaches to Planned Educational
Change.

PUB DATE- Nov 83

NOTE- 14p.; Revised and expanded version of paper presented at the Annual Conference of the Southern Regional Council on Educational Administration (Knoxville, TN, November 13-15, 1983).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Behavior Theories; *Classification; Conflict; *Educational Administration; *Educational Change; *Educational Theories; Elementary Secondary Education; Legislation; Organizational Development; Planning; Self Actualization; Staff Development; Technical Assistance

A system of classifying educational change, focusing on change perspectives rather than on change strategies, is provided in an attempt to increase understanding of issues relating to change efforts in educational settings. The term "perspectives" is used to mean orientations for interpreting, while the term "strategies" is used for methodologies or procedures for getting something done. Ten perspectives for change are examined: (1) critical and radical reform, (2) legislated and mandated change, (3) knowledge production and utilization, (4) institutional planning and forecasting, (5) conflict and institutional politics, (6) consultation and technical assistance, (7) organization development and renewal, (8) training and staff development, (9) individual and self-directed change, and (10) behavioral shaping and influencing. A model for the 10 perspectives and how they relate to change strategies and level of intervention is provided. Assumptions, intended outcomes, and potential issues raised by the use of this model are discussed. An extensive list of references is included. (MD)

ED 248 609 EA 017 148

Hawkins, Joseph A.; And Others

Grade Organization Patterns in Schools: A Review of the Research.

Montgomery County Public Schools, Rockville, Md. Dept. of Educational Accountability.
PUB DATE- Jan 83
NOTE- 93p.; Attached exhibits may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Academic Achievement; *Elementary Education; *Instructional Program Divisions; Junior High Schools; Literature Reviews; *Middle Schools; Parent Attitudes; Program Costs; School Attitudes; School Organization; Self Concept; Student Attitudes

Due to inconclusive data, inconsistent findings, and a lack of relevant empirical studies, no definite conclusions could be drawn in this research review of school grade organization effects. The review specifically sought research that could illuminate the effects of elementary and middle school grade organization on student achievement, parent and student satisfaction, program costs, and student attitudes and self-concept. The bulk of the document contains exhibits: (1) a letter from Phi Delta Kappa; (2) summaries of middle school research; (3) general articles on grade organization across all grades ("think" pieces, not empirical studies); (4) the executive summary of a report by Dr. John Riew, entitled "Intermediate vs. Middle Schools: An Analysis of the Relative Costs in the Montgomery County Public Schools"; and (5) summaries of selected research studies on the effects of different grade organization on students and parents. (DCS)

ED 248 704 FL 014 560

McFerren, Margaret
Somalia: Country Status Report.
Center for Applied Linguistics, Washington, DC. Language/Area Reference Center.
PUB DATE- Jun 84
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; *African Languages; Arabic; Armed Forces; Bilingualism; Cultural Context; Demography; Elementary Secondary Education; English; *Foreign Countries; Higher Education; Industry; Italian; Language Maintenance; Language of Instruction; *Language Role; *Language Standardization; *Language Usage; Literacy Education; Mass Media; Monolingualism; Multilingualism; Official Languages; Public Policy; *Somali
IDENTIFIERS- *Somalia

A survey of the status of language usage in Somalia begins with an overview of the usage patterns of Somali, the official language, and three languages previously used officially: English, Italian, and Arabic. The cultural context that for many years has supported the usage of a single native language for communication and administration is also described. A matrix follows that rates these four languages on: (1) their usage rating using State Department classifications; (2) increase and decrease trends by the year 2000; (3) chief of state use in addressing the populace; (4) use in armed forces, government, court, and diplomatic communications, written and oral; (5) use as a language of instruction or required language in higher education, on the secondary and elementary levels, and in adult education; (6) use in the popular press, radio and television broadcasting, and film; (7) business and professional use, written and oral; (8) use in intellectual circles; (9) the alphabet situation; (10) the status of indigenous literature; (11) use in public signs and notices; and (12) the availability of instructional materials and dictionaries in the native languages for use in English as a second language. Explanatory notes give the number and population percentages using the languages, the type of alphabet used, and specific instructional material titles. A selected bibliography is also included. (MSE)

ED 248 718 FL 014 574

Krasnick, Harry

Sheltered Subject-Matter Teaching and Second Language Acquisition in Private Schools for Foreign Students in Canada.

PUB DATE- Jul 84
NOTE- 23p.; Paper presented at the Annual Summer Meeting of the Teachers of English to Speakers of Other Languages (6th, Corvallis, OR, July 13-14, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Strategies; *English (Second Language); Foreign Countries; *Foreign Students; Higher Education; Private Schools; *Program Design; Second Language Instruction; *Second Language Learning; Universities
IDENTIFIERS- Canada

Three program types for foreign student second language instruction in Canada involve sheltered subject-matter instruction at (1) a university, (2) a university adjunct or support program, and (3) a private "visa school" established solely to prepare foreign students for university or college entrance in Canada or the United States. The university-based programs represent the efforts of research- and practice-oriented academicians. The visa school does not result from any plan or method grounded in second language learning theory, and although it holds promise for language learning it may not achieve its potential. These schools offer an entire curriculum of sheltered subject-matter instruction, serve many good students, and occupy a strategic position as the first institution most foreign students have contact with in Canada. At the same time, they have a precarious, competitive existence and low social status, and are accountable to no permanent part of the local community. In this situation they cannot and do not implement program enhancements that would increase their instructional effectiveness. (MSE)

ED 248 360 CE 039 653

Project P.A.C.E. Final Report 1983-84.
Brookdale Community Coll., Lincroft, N.J.
SPONS. AGENCY- New Jersey State Dept. of Education, Trenton. Div. of Vocational Education and Career Preparation.
PUB DATE- Jul 84
NOTE- 27p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Blacks; Career Counseling; *Career Exploration; Employment Opportunities; Engineering; *Engineers; High Schools; Junior High Schools; Mathematics; *Minority Groups; Outcomes of Education; Program Effectiveness; *Role Models; Sciences; Scientific Personnel; *Scientists; Student Recruitment; Technical Occupations; Technology; Tutoring; *Weekend Programs
IDENTIFIERS- New Jersey

The Program to Attract Minority Youth to Careers in Engineering and Technology (Project PACE) was designed to bring together minority youth from area high schools with role models recruited from area industries in a program providing vocational guidance, career exploration, and tutorial assistance in mathematics and science with an emphasis on actual engineering applications of the theory and problems taught in high school courses. During the project approximately 50 high school students from 5 area high schools with high concentrations of minority students participated in weekly Saturday morning programs taught by mathematicians, scientists, and engineers who were themselves members of minority groups. In addition, science and engineering awareness programs were developed and presented for youth in area junior high schools. Prior to participating in Project PACE, 73 percent of the program's students had only minimal contact with a black professional. In all, 10 high school seniors who participated in the 1983-84 PACE program enrolled in a four-year college or university--with 9 of them enrolling in a math or science program. After analyzing the content and outcomes of the first year of Project PACE, the project staff decided to expand the program to include an exploration of careers in computer science and robotics. (Author/MN)

ED 248 624 EC 170 402

Van Til, William
Programming for Youth in Secondary Schools and the Community.
PUB DATE- 83
NOTE- 9p.; Paper presented at the Minnesota Conference on Programming for the Developmental Needs of Adolescents with Behavioral Disorders (Minneapolis, MN, Fall, 1982). Contained in EC 170 401.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; *Behavior Disorders; *Curriculum Development; *Educational Philosophy; *History; Secondary Education

The paper is an autobiographical account of an educator's early experiences in teaching adolescents with behavior problems, including his attempts to work with the students to develop a curriculum related to their lives. One such curriculum--on "crooks"--that incorporated social studies, reading, writing, and art experiences is briefly recounted. The history of education for this population is traced and three curriculum philosophies, voiced by those who focus on the needs and interests of children and youth, those who want to acquaint youth with social realities, and those who emphasize values clarification, are noted. The need for education to be centered on "real" human problems is stressed. (CL)

ED 248 347 CE 039 626

Bramwell, Wendie
Early Childhood Education 191. Practicum. CDA Training Material.
Bellevue Community Coll. Wash.
SPONS. AGENCY- Washington State Commission for Vocational Education, Olympia.
PUB DATE- 79
NOTE- 23p.; For related documents, see CE 039 627-628.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Behavioral Objectives; *Child Care Occupations; Competence; Competency Based Education; Day Care; *Day Care Centers; *Early Childhood Education; *Field Experience Programs; Guidelines; Job Skills; Job Training; Learning Activities; *Occupational Home Economics; Pacing; Portfolios (Background Materials); Postsecondary Education; Records (Forms); Two Year Colleges
IDENTIFIERS- Child Development Associate

This booklet is designed to assist students participating in supervised training experiences at the primary or preschool levels in such settings as a day care center or Head Start agency. The purpose of this document is to adapt the content of the Early Childhood Education courses at Bellevue Community College to a competency based program such as the Child Development Associate (CDA). Included in the first part of the booklet are a trainee information form, a trainee self-appraisal form, a training plan sheet, and observation forms to be filled out by parents and supervisors. The remainder of the guide consists of 10 guide sheets, each of which discusses one of the practicum's 10 objectives and includes an objective statement, a CDA competence equivalent, a list of activities for the trainee, and descriptions of materials to develop for inclusion in a trainee portfolio. Appended to the booklet is a bibliography of materials about and for use in early childhood education programs. (MN)

ED 248 401 CE 039 734

Identified Competencies for Special Education Educational Aides (Teacher Aides).
San Antonio Coll., Tex.
SPONS. AGENCY- Texas Education Agency, Austin.
PUB DATE- Apr 84
NOTE- 132p.; Prepared by the Child Development Department.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Competence; *Competency Based Education; Disabilities; Educational Needs; *Preservice Teacher Education; *Research Methodology; *Special Education; *Teacher Aides; Two Year Colleges
IDENTIFIERS- Texas

This project was conducted to identify unique competencies required by special education aides (teacher aides) and other caregivers of young children with special needs. Through a literature review, six nationally or state published competency lists were found, along with other lists published by various community colleges. The lists were analyzed and collated to remove duplications. The list was then submitted to, and rated by, an advisory committee, using the Delphi technique. Following the input from the advisory committee, the competency list was put into the form of a questionnaire using a seven-point rating scale. This questionnaire was sent to a sample of 206 professional and paraprofessional public school special education personnel throughout Texas. When a majority (56 percent) of the initial questionnaires were returned, the responses of participants were added to the questionnaire and it was returned to the respondents for additional review. Those items which received the greatest consensus of approval were selected for inclusion in the final competency list produced by the project. (The competency list and questionnaires are included in this document.) (KC)

ED 248 519 CS 208 542

Irmscher, William F.
Quality for All.
PUB DATE- 18 Nov 83
NOTE- 8p.; Presidential address presented at the Annual Meeting of the National Council of Teachers of English (73rd, Denver, CO, November 18-23, 1983).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Needs; *Educational Quality; Elementary Secondary Education; *English Instruction; *Instructional Improvement; *Public Opinion; *Teacher Attitudes; *Teaching (Occupation)
IDENTIFIERS- *Excellence in Education

As the theme of the 1983 convention of the National Council of Teachers of English, quality for all in education should be a continuing concern of educators, not a word revived during periods of crisis. While people often prefer the best quality available and affordable, one of the reasons quality in education has suffered is that people have concluded they cannot afford it. Perhaps the public would be more willing to pay if they thought they could get higher quality education, but many people are saying that they do not intend to pay for more of the same. The resulting credibility gap creates apathy and indifference on the part of parents and frustration and defensiveness on the part of teachers. Many reports on the state of education emphasize self-sufficiency in an increasingly technological age, with little mention of self-fulfillment. The actions recommended in these reports deal with external factors, things that can be adjusted, manipulated, legislated, without necessarily affecting the basic causes. Most educational improvements have resulted from a change in attitude. For the present, educators need to clarify their central motivation. Teachers' hesitation to voice their priorities, assumptions, and values gives others the opportunity to create less favorable impressions about teachers and teaching. The task of reform is not simple, but excellence cannot wait. English must be allowed to fulfill its role of providing completeness to education. Even under present conditions, teachers of the English language arts must provide quality--set high expectations--for all their students, regardless of characteristics. (HTH)

ED 248 594 EA 017 089

Addelston, Lorraine W., Ed.; And Others

A Guide to Accountability Relationships in Our Criminal Justice System.

League of Women Voters of the City of New York Education Fund, NY.

PUB DATE- Dec 83

NOTE- 69p.; Prepared by the Criminal Justice Committee, League of Women Voters of the City of New York. For related documents, see EA 017 087-088.

AVAILABLE FROM- Publications Sales, League of Women Voters of New York City, 817 Broadway, New York, NY 10003 ($1.25).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Legal/Legislative/Regulatory Materials (090) Guides/Methods/Techniques (For Practitioners) - General (050)

DESCRIPTORS- *Accountability; *Administrative Organization; Agency Role; Charts; City Government; Correctional Institutions; *Criminal Law; *Justice; *Law Enforcement; Legal Responsibility; *Public Agencies; Urban Problems

IDENTIFIERS- *New York (New York)

This collection of 35 charts culminates the study of the criminal justice system in New York City. A basic chart shows all the positions presented in the narratives of the previous guides. It emphasizes the criminal justice positions mentioned in the narratives and ties them into the respective lines of accountability up to the very top of the accountability chain. It also goes beyond those entities mentioned in the narratives in order to present the complexity of the system. Charts of the individual parts of the system are included, permitting the reader to examine accountability not only within the system, but also within each part of the system. (MLF)

Dickerson, Martha Ufford; And Others
Child Care Training for Adults with Mental Retardation. Volume I: Infants. Instructor's Manual.
National Inst. on Mental Retardation, Toronto (Ontario).
REPORT NO.- ISBN-0-920121-02-0
PUB DATE- 84
NOTE- 59p.
AVAILABLE FROM- National Institute on Mental Retardation, Kinsmen NIMR Building, York University Campus, 4700 Keele St., Downsview, Ontario, M3J 1P3, Canada ($6.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adults; *Child Rearing; *Mental Retardation; *Parenthood Education; Play; Self Care Skills

The volume is intended to help mentally retarded adults learn how to interact with infants and children in a caring and safe manner. The manual may be used by counselors or trainers in one-to-one or small group sessions. Each unit includes line drawings to illustrate proper techniques; the drawings have been designed for the trainees' use and are capable of being used by non-readers as well as readers. Six major areas of child care are addressed: holding (support of head, sitting, crawling, pulling to stand); feeding (breast and bottle feeding, finger foods, use of spoon); diapering (safety); bathing (preparation); dressing (preparation, undressing); and playing (looking at, reaching for, self-exploration). Appended material includes a listing of equipment and supplies for the parenting program and resources for infant toys and games. (CL)

ED 248 657　　　　　　　　　　　　　　EC 170 436

Whitaker, Urban
Experiential Learning as a Teaching Strategy for the Career Education of Hearing-Impaired College Students.
PUB DATE- Jun 84
NOTE- 86p.; In: DeCaro, James J., Ed. and Areson, Ann H., Ed. Teaching, Learning and Development: Volume II. See EC 170 433.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Career Development; Career Education; *Experiential Learning; *Hearing Impairments; Learning Processes; Learning Strategies; *Models; Postsecondary Education; Theories

Part of a collection of papers commissioned by Foundations, a project designed to examine the career development needs of students entering the National Technical Institute for the Deaf, this paper considers the role of experiential learning. Section I reviews basic concepts, theories, and models underlying experiential learning. Experiential learning, as defined in this paper, refers to learning that has three primary characteristics: it is primarily self directed, inductive, and takes place outside the classroom. Confusion over the definition is cited, and models of learning (traditional and experiential) proposed by J. Coleman and D. Kolb are considered. The section concludes with a summary of advantages and disadvantages of experiential learning. Section II outlines a strategy for process learning and applies it specifically to career education with emphasis on the learning of transferable skills and knowledge. The final section addresses applications of experiential learning for hearing impaired students, stressing ways to accommodate strategies to the experiential deficiences of hearing impaired students. A model is proposed for diagnosing these deficiencies. (CL)

ED 248 674 EC 170 453

Jacobson, William H.
Rehabilitation Technology for the Blind in the United States.
PUB DATE- May 84
NOTE- 8p.; Paper presented at the Readapt Conference (7th, Paris, France, May, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; *Blindness; *Electronic Equipment; Employment Potential; Equipment Evaluation; *Mobility Aids; Research and Development; *Sensory Aids; Technological Advancement; *Visual Impairments; *Vocational Rehabilitation

Research in the United States and abroad has led to advances in rehabilitation technology that enables blind and visually impaired persons to compete with sighted persons for employment. Relatively inexpensive devices such as pocket calculators, transistor radios, cassette recorders, and digital watches have become aids for the blind; some calculators and watches can "talk" to the blind person. Two categories of electronic devices are described: five travel aids (Pathsounder, Laser Cane, Mowat Sensor, Sonicguide, and Night Vision Scope) and four information/reading aids (Versa Braille, Kurzweil Reading Machine, View Scan, and Optacon). Drawbacks include the largely prohibitive cost of these devices for the majority of consumers, and the fact that professional training in their use is initially required. Contact sources for further information are provided. (JW)

ED 248 320 CE 039 055

Gentner, Donald R.
Expertise in Typewriting. CHIP Report 121.
California Univ., La Jolla. Center for Human Information Processing.
SPONS. AGENCY- Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.
REPORT NO.- CHIP-121; ONR-8404
PUB DATE- Apr 84
NOTE- 42p.; Also sponsored by a grant from the System Development Foundation.
CONTRACT- N00014-79-C-0323
LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Educational Research; Office Occupations Education; *Performance; *Psychomotor Skills; *Skill Development; *Typewriting
IDENTIFIERS- *Experts

Expert typists have acquired a highly practiced motor skill; a typical professional typist has accumulated over 10,000 hours of practice. Expert typists are much faster than novices, but in addition, their performance is qualitatively different in many ways from novice performance. Expert performance is not simply a speeded-up version of student performance. An important component of the acquisition of typewriting skill is the change toward a less sequential and more overlapped mode of performance. During acquisition of typing skill, there is a general shift from cognitive to motor limits on performance. Expert typing is characterized by (1) parallel mental processes that overlap in time, (2) overlapped hand and finger movements, (3) a decreased load on conscious cognitive resources, and (4) reduced variability of the interstroke intervals. References and technical report lists are included in the document. (Author/YLB)

ED 248 334 CE 039 581

Johnston, Susanna, Ed.; Phillipson, Chris, Ed.
Older Learners: The Challenge to Adult Education.
Help the Aged Education Dept., London (England).
REPORT NO.- ISBN-0-7199-1102-8
PUB DATE- 83
NOTE- 110p.
AVAILABLE FROM- Bedford Square Press of the National Council for Voluntary Organizations, 26 Bedford Square, London, WC1B 3HU England.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - General (020) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Day Care; *Adult Education; Adult Students; Biographies; Continuing Education; Disabilities; *Educational Development; Foreign Countries; Handicrafts; *Institutionalized Persons; Nursing Homes; *Older Adults; *Outreach Programs; Patients; *Preretirement Education; Program Descriptions; Radio; Retirement; Student Needs
IDENTIFIERS- *England; Informal Education

These 11 papers consider the older learner as a consumer of education and examine how the concepts of education, educators, institutions, and learners must be revised if educational involvement in later life is to be regarded as the norm. Following a prologue, "Education and the Interpretation of Life Experience" (Michel Philibert), the four papers in part I examine the needs of the older learner and assess the response that institutions and non-formal networks are making or might make. Topics include "Continuing Education and the Older Learner" (Arthur Stock), "Education and the Older Learner: Current Developments and Initiatives" (Chris Phillipson), "Unemployment and Redundancy: Implications for Pre-Retirement Education" (Phillipson), and "Institutional Care: The Creation of a Learning Environment" (Ian Walker). Part II is composed of reports of seven projects that illustrate the practical application of progressive thinking. The projects are "Learning in Later Life" (Joanna Bornat) at the Polytechnic of North London; "The Creative Crafts Project," an experiment in informal learning for children and older adults (Laura Gamble); "Senior Service: An Experiment in Broadcasting on Local Radio for Older Listeners" (Bornat); "Outreach Education in Day Centres" (Cynthia Wyld); "Outreach Education from an Adult Education Centre" (Allin Coleman); "Recall, An Audio-Visual Stimulus to Reminiscence" (Susanna Johnston); and "Pre-Retirement Education: A Biographical Approach" (Bornat). (YLB)

ED 248 375 CE 039 696

Sheets, Judith E. A.
Vocational Guidance and Counseling Recruitment and Selection for Vocational Placement. Final Report.
Indiana Vocational Technical Coll., Gary.
SPONS. AGENCY- Indiana State Board of Vocational and Technical

Education, Indianapolis.
PUB DATE- 15 Oct 83
NOTE- 74p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adults; Adult Students; *Articulation (Education); *Assessment Centers (Personnel); Career Counseling; *Career Guidance; Cooperative Planning; Cooperative Programs; *Dislocated Workers; Information Dissemination; Institutional Cooperation; *Outplacement Services (Employment); Postsecondary Education; Regional Cooperation; *Regional Planning; Resource Centers; Resource Materials; Retraining; School Business Relationship; Vocational Education
IDENTIFIERS- Indiana (Gary); Indiana (Lake County); Indiana (Porter County)

A continuing project in Northwestern Indiana attempted to increase interaction and exchange of knowledge about vocational and career education programs among vocational guidance and counseling personnel, administrators, and teachers in the region. The project's four objectives were to (1) continue to distribute and update the "Northwest Indiana Guide to Vocational Education," exchange information on assessment and career planning, and suggest possible areas of articulation between programs; (2) create a regional vocational assessment center; (3) coordinate efforts with the private sector; and (4) work toward the articulation of programs between vocational institutions. Some of the procedures used to achieve these objectives were to hold meetings, update the guide, review collated data on assessment, continue involvement with previously established linkage groups and pursue new linkages, and pursue articulations that were identified. As a result of these efforts, counselors in the area are more fully aware of programs at area institutions and able to provide better guidance to their clients. In addition, educators, working with employers and government agencies, have begun to address the needs of the region's unemployed workers. Finally, two institutions in the region have formulated an articulation agreement that will allow a student completing a two-year program in Computer Operations at the Indiana Vocational Technical College, Gary, to pursue the remaining two years of a bachelor's program at the four-year Calumet College. (Appendixes, amounting to more than half the document, contain materials on the planning for and implementation of the student guidance and evaluation center, information on a dislocated workers' network, and program goal statements.) (KC)

ED 248 415 CG 017 687

Role of the Media in Drug Abuse Prevention and Education. Hearing before the Subcommittee on Alcoholism and Drug Abuse of the Committee on Labor and Human Resources. United States Senate, Ninety-Eighth Congress, Second Session on Examining the Role Which the Media Could Play in Helping to Put an End to the Ravaging Effects Which Drugs Have Come to Have on the Young People of This Nation.

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.

REPORT NO.- S-Hrg-98-778
PUB DATE- 6 Apr 84
NOTE- 67p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Adolescents; Children; *Drug Abuse; *Drug Education; Elementary Secondary Education; Hearings; *Mass Media Effects; *Prevention; Youth Problems
IDENTIFIERS- Congress 98th

This document presents the transcripts of the Congressional hearings on the role of the media in drug education and prevention efforts. The opening statement by subcommittee chairman, Senator Paula Hawkins, is presented, outlining the seriousness of the drug abuse problem in this country and emphasizing the need for preventive action. Statements are presented from witnesses representing the communications industry, including actress Michele Lee, board director of the Entertainment Industries Council for a Drug Free Society; Jay Rodrigues, NBC vice president for corporate information; and Jean MacCurdy, vice president for programming, Hanna-Barbera. The effects of viewing alcohol and drug use, abuse, and rehabilitation on television are discussed, and network efforts, including public service announcements aimed at preventing drug use in children, are described. A list of television shows emphasizing the harmful consequences of drug involvement is included. Other statements provided are those from Senator Thurmond; Lieutenant Governor George Ryan of Illinois, Chairman of the Substance Abuse Prevention Task Force of the National Conference of Lieutenant Governors; and Dr. Robert Newman, consultant on drug addiction to the government of Hong Kong. A description of the drug abuse prevention campaign supported by the Advertising Council, Inc. is included. (JAC)

ED 248 430 CG 017 704

Longo, David J.

A Psychophysiological Comparison of the Effects of Three Relaxation Techniques: Respiratory Manipulation Training, Progressive Muscle Relaxation, and Pleasant Imagery.

PUB DATE- Apr 84

NOTE- 24p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (Baltimore, MD, April 12-15, 1984).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Behavior Modification; College Students; Comparative Analysis; *Heart Rate; Higher Education; Physiology; Psychophysiology; *Relaxation Training; *Visualization

IDENTIFIERS- Blood Pressure; *Respiratory Manipulation Training

A within-subjects, three condition design was employed to examine the effects of three relaxation techniques on blood pressures, pulse rates, and self-report measures of relaxation for 12 college students. Respiratory Manipulation Training incorporated instructions to exhale and not to inhale for as long as possible. When breathing could no longer be restrained, students inhaled and attended to the relief experienced. Next, two deep-breathing cycles were completed, and then voluntary respiratory arrest was resumed. The respiratory-arrest/deep-breathing sequence was repeated, without rest, for the duration of the technique. Progressive muscle relaxation followed the standard four-major-muscle-group, tension/release procedure. Pleasant imagery involved instructions to develop preselected scenes, while random stimulus and response propositional prompts were offered to enhance imagery. All techniques lasted 15 minutes and were reproduced, via audio cassette, to control for experimenter bias and stimulus variation. Order of technique presentation was counterbalanced, while modified, 5-minute, Stroop effect exercises were utilized to restore students to pretechnique physiological levels. An analysis of the results revealed that Respiratory Manipulation Training reduced systolic and diastolic blood pressures significantly greater than the other two techniques. These results may be due to the combination of relief and relaxation responses inherent in the respiratory manipulation. (Author/BL)

ED 248 445 CG 017 719

Teenagers in Crisis: Issues and Programs. Hearing before the Select Committee on Children, Youth, and Families. House of Representatives, Ninety-Eighth Congress, First Session.

Congress of the U.S., Washington, DC. House Select Committee on Children, Youth, and Families.

PUB DATE- 27 Oct 83
NOTE- 122p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Adolescents; *After School Programs; Community Resources; *Crisis Intervention; Hearings; Secondary Education; *Suicide; *Youth Problems; *Youth Programs
IDENTIFIERS- Congress 98th

These hearings on teenagers in crisis deal with many of the problems faced by adolescents, with a special emphasis on suicide. Other topics which are discussed include child abuse, drug abuse, pregnancy, youth employment, mass media influences, the lack of parental guidance, and after school activities. Testimony is recorded from 11 witnesses including actress Kim Fields and her mother, the mother of an adolescent suicide victim, and the directors of youth programs, including libraries, health services, after school programs, and crisis intervention programs. In addition, 14 prepared statements, letters, and supplemental letters, discussing youth problems and the role of the family, peers, the government, and the community in prevention and intervention are provided. (JAC)

ED 248 460 CS 007 687

Kurland, Daniel J.

Increasing the Theoretical Base of Developmental Education: Case Studies in Grammar, Critical Reading and Introductory Science.

PUB DATE- 8 Mar 84
NOTE- 26p.; Paper presented at the Annual Meeting of the National Association for Developmental Education (8th, Philadelphia, PA, March 8-10, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Critical Reading; *Developmental Programs; Diagnostic Teaching; *Grammar; Higher Education; Reading Comprehension; Remedial Programs; *Science Instruction; Teacher Role; *Theories; Writing Instruction
IDENTIFIERS- Sector Analysis; *Theory Practice Relationship

Theoretical frameworks are useful to developmental educators investigating the areas of grammar, critical reading, and the introductory physical science course. Of all available approaches to grammar, sector analysis proves the most powerful as a tool for developmental educators. It is designed to show how a few possible grammatical constructions, appearing within various sectors, shape the meaning of the sentence as a whole. As a tool for describing the varieties of constructions in various positions, it offers a precise diagnosis of student writing, in terms of both strengths and weaknesses. As for critical reading, a model based on recognition of patterns of content, language usage, and rhetorical devices--and their interaction--provides for diagnosis of students' abilities with such subskills as classification, pattern recognition, and inference. When teaching science, teachers must assure not only that developmental students perceive scientific phenomena in terms of the fundamental perceptual categories, but also that they are familiar with the "grammar" by which the measurements of those properties are interrelated in the derivation of more sophisticated concepts/properties. With such theoretical approaches, developmental educators can focus on specific materials and student behaviors within the various disciplines. Handouts illustrating points discussed are included. (HOD)

ED 248 474 CS 007 754

Dollerup, Cay; And Others

A Discussion of the Various Groups of Readers in the Fairytale Project, with a Detailed Description of the "Core-Groups" in Denmark and Turkey. Fairytale: An Interdisciplinary Turco-Danish Study of the Collective v. the Individual Nature of the Response to Literature. Report No. 10. Revised.

Bosphorus Univ., Istanbul (Turkey). Dept. of Language and Literature.; Copenhagen Univ. (Denmark). Dept. of English.

PUB DATE- 17 Oct 82
NOTE- 22p.; Sponsored jointly by Unesco, NATO, and the Danish Research Council for the Humanities. For related documents, see CS 007 745-759.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Comparative Analysis; *Demography; Folk Culture; Foreign Countries; Literature Appreciation; Postsecondary Education; *Reader Response; *Reading Research; Research Design; Research Methodology; *School Districts; Secondary Education
IDENTIFIERS- Denmark; *Fairy Tales; *Response to Literature; Turkey

Prepared as part of the interdisciplinary Turko-Danish Fairytale Project, this paper contains descriptions of the core group of readers (600 18-year-old students) and the special groups of readers (each composed of approximately 50 subjects) who participated in the investigation of the collective versus the individual nature of the reader response to literature. After a brief discussion of the problems involved in choosing the subjects, the paper offers extensive data on various aspects of 1) the school systems of the core group students in Denmark and Turkey, (2) the background and education of the core group subjects, (3) differences in the classroom practices of the two countries, (4) teaching procedures used in each, and (5) major differences in the two educational systems as a whole. (FL)

ED 248 489 CS 007 782

Azarowicz, M. Brown

The Shared Silent Reading Method Leads Students to Literacy.

PUB DATE- 83
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Content Area Reading; Cooperation; Elementary Secondary Education; Interpersonal Relationship; *Listening Skills; *Motivation Techniques; Parent Participation; *Reading Assignments; Reading Habits; Reading Improvement; *Reading Instruction; *Reading Skills; *Silent Reading; Student Motivation; Teacher Role

The advantages of shared silent reading in the home and in the school for the promotion of literacy are numerous. At home the child may read silently in the presence of a parent who is engaged in a household task, or who is reading silently. In schools, shared silent reading may be used at all grade levels with groups of students in structured or unstructured settings. In elementary school classes, shared silent reading is effective in regular reading classes and as a follow up activity instead of seatwork. In junior and senior high school classes, it may be used during content area reading assignments, especially in literature, history, and science classes. Of course, during initial shared silent reading lessons, the teacher will need to evaluate and monitor the reading, listening, and sharing activities. However, as students become adept and familiar with the process, the teacher's role will lessen and students will become self-motivated and self-directed. The shared silent reading method is one in which students discover that reading is a pleasant, meaningful process and that sharing one's thoughts and ideas with others is an enjoyable experience. Students discover that reading involves listening, discussion, argument, and decision making. They also discover that reading is not a lonely activity. (The paper includes three examples of structured silent reading lessons.) (HOD)

ED 248 504　　　　　　　　　　　　　　　CS 208 322

Walden, Ruth

Another Look at the Burger Court and Freedom of Expression: A Textual Approach to First Amendment Analysis.

PUB DATE- Aug 84

NOTE- 48p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (67th, Gainesville, FL, August 5-8, 1984).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090) Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Civil Liberties; Constitutional History; *Constitutional Law; *Court Litigation; *Definitions; *Freedom of Speech; Government Role; *Journalism; *Mass Media

IDENTIFIERS- Burger (Warren E); *First Amendment; Supreme Court

An analysis of the Supreme Court's First Amendment decisions under Chief Justice Warren Burger does not indicate any pattern of repudiation of doctrinal advances made by earlier courts. Like its predecessors, the Burger Court has dealt most frequently with First Amendment cases requiring definition and interpretation of government abridgement. In a few such cases, most notably those involving sexually explicit expression, the Court has contracted the conceptual definition of abridgement. In most cases, though, the Burger Court has either left intact previous courts' conceptual definitions of abridgement or expanded the concept to enhance protection for freedom of expression. In a few cases, the Burger Court has been called upon to address the parameters of freedom of speech and press. The Court, following a pattern begun by the Warren Court, consistently has refused to expand the definition of freedom of expression by reading broad protection for the information gathering and editorial processes into the First Amendment. This would suggest that constitutional protection for the newsgathering and editing processes is unlikely to result from Supreme Court redefinition of the parameters of freedom of the press. Consequently the media need to search for creative ways of gaining such protection by focusing on the abridgement aspects of government actions. (Author/HOD)

ED 248 534　　　　　　　　　　CS 208 570

King, Martha L.; And Others
Language Learning as Learning How to Mean: Implications for Practice from Selected Language Research.
PUB DATE- Apr 84
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Administrator Role; *Child Language; *Classroom Environment; Elementary Education; *Language Acquisition; Language Arts; Language Processing; *Language Research; *Learning Processes; *Teacher Role; Verbal Development
IDENTIFIERS- *Theory Practice Relationship

Language research over the past two decades has revealed that language is not something children "acquire," but rather a system they build. A key factor in this linguistic construction is children's interaction with parents or other caregivers. The studies reveal further that children's repeated interactions with books and stories and their concepts about print on entry to school are also factors in their success in learning to read by the time they reach seven years of age. Most striking in all of this research is the active role children play in their own learning. They discover, hypothesize, test, approximate, invent, and correct their utterances and intentions on the basis of their interactions with more knowledgeable and skilled partners. The purpose for action, the relationships among participants, and the particular roles people play, all influence the language and learning that occur. Consequently, teachers and administrators should work together to create learning environments that encourage children to collaborate in exploring ideas and thus in developing mathematical, scientific, and literary concepts alongside social linguistic skills. (HOD)

ED 248 549　　　　　　　　　　　　CS 504 670

Hughey, Jim D.; Harper, Bena
What's in a Grade?
PUB DATE- Nov 83

NOTE- 24p.; Paper presented at the Annual Meeting of the Speech Communication Association (69th, Washington, DC, November 10-13, 1983).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavior Patterns; Classroom Communication; *Communication Research; *Communication Skills; *Grading; Higher Education; Sex Bias; Sex Role; Stereotypes; *Student Evaluation; Teacher Attitudes; *Teacher Response; Teacher Role; *Teacher Student Relationship

A study explored the processes and attitudes that occur when assigning students a final course grade. The final grades for 1,578 students in a basic communication course were used in discriminant analyses. The level (the mean of all grades given) and the spread (standard deviation of all grades given) were estimated for each of 17 instructors. The communication responsiveness of the instructors and students was measured by the Conversation Self Report Inventory. Instructors' judging habits and students' and instructors' communication responsiveness as well as the instructors' knowledge of the students' gender and college major were measured against the final course grades. The results indicated that a substantial portion of the grade was the result of the instructor's differentiation between students. Both level and spread had a significant impact. The chances of getting an A rather than an F were enhanced if the instructor had a more lenient, low-spread grading style than if the instructor had a more severe, high-spread style. None of the variables associated with communication responsiveness of the instructor proved significant in the analysis. However, the communication responsiveness of the student had a pervasive influence on the final course grade received. The impact of stereotypic knowledge upon grades was striking. Females were much more likely to get a high grade in the course. Gender accounted for 15.8% of the variance in grades. Being a major in the colleges of engineering, agriculture, and home economics increased the chances of low course grade. (HTH)

ED 248 564 CS 504 693

Buzza, Bonnie Wilson
The Small College Administrative Environment.
PUB DATE- Apr 84
NOTE- 10p.; Paper presented at the Annual Meeting of the Central States Speech Association (Chicago, IL, April 12-14, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administration; Administrator Role; *Department Heads; Departments; Educational Environment; Higher Education; *Small Colleges; Speech Communication; *Speech Curriculum; Teacher Role; Teaching (Occupation); Teaching Conditions

Environmental differences for speech departments at large and small colleges are not simply of scale; there are qualitative as well as quantitative differences. At small colleges, faculty are hired as teachers, rather than as researchers. Because speech teachers at small colleges must be generalists, and because it is often difficult to replace departing faculty members, speech programs are often in danger of being cut. In terms of administration, channels are informal and contacts are personal for department chairs, a situation that has both advantages and disadvantages. Small colleges also demand a palpable loyalty, although such loyalty is very time consuming. However, teachers at small colleges tend to see themselves more as members of a unified faculty and less as members of individual departments. While the elements of multiple roles and responsibilities, informal channels, loyalty, and emphasis on teaching may exist at larger institutions, their presence characterizes the small college. It is thus within this context that the small college department administrator must operate. (HTH)

ED 248 578 EA 017 041

Land, Arthur J.
The Quality Control Circle: Is It for Education?
PUB DATE- 14 Nov 83
NOTE- 17p.; Paper presented at the Annual Conference of the Southern Regional Council on Educational Administration (Knoxville, TN, November 13-15, 1983).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Administration; *Educational Quality; Elementary Secondary Education; Higher Education; *Organization; *Participative Decision Making; Problem Solving
IDENTIFIERS- *Quality Circles

From its start in Japan after World War II, the Quality Control Circle (Q.C.) approach to management and organizational operation evolved into what it is today: people doing similar work meeting regularly to identify, objectively analyze, and develop solutions to problems. The Q.C. approach meets Maslow's theory of motivation by inviting individuals to self-actualization activities that challenge their creative and developmental potential. Those closest to the problem become personally committed to the effective implementation of the solution. The Q.C. approach can and has worked where that was the genuine desire of all involved. In higher education, the wide variation in administration across the country allows the potential for Q.C. management in some selected institutions. At the public school level, Q.C. management has had successful results in the Special Education Department of the Muskegan, Michigan, school system. Eventually the Q.C. approach will be the wave of the future in administration. Attachments to the paper include a newspaper clipping, a list of elements essential to a successful Q.C. program, and a 47-item bibliography. (MLF)

ED 248 610 EA 017 151

Mullaly, Paula A.
School Law Primer for New Board Members.
PUB DATE- 83
NOTE- 11p.; Paper presented at the Annual Meeting of the National School Boards Association (San Francisco, CA, April 23-26, 1983).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

Legal/Legislative/Regulatory Materials (090)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Board of Education Policy; *Boards of Education; Censorship; *Court Litigation; Due Process; Elementary Secondary Education; Federal Courts; Parent Rights; Private School Aid; *School Law; Student Rights; Suspension; Teacher Discipline; Teacher Rights

School board members from 50 states have in common the United States Constitution and the legal principles announced by the federal courts in response to that Constitution. New board members are usually concerned with the rights of teachers, parents, and students. Starting with student rights, student conduct that involves freedom of expression may not arbitrarily be restricted unless there is definite and substantial disruption of school activity. Students are entitled to a fair system of hearings in the area of suspension and expulsion. Any library books that are removed must be shown to be either "pervasively vulgar" or "educationally unsuitable." Key principles regarding teachers' rights are that teachers have the right of free speech and there must be a showing of actual and significant disruption of the employment or classroom atmosphere for a teacher to be dismissed or disciplined. Parents of handicapped students are entitled to be informed of their child's educational evaluation, placement, and status. Finally, in regard to the relationship of public and private or parochial schools, the courts have upheld programs that provide secular, neutral or nonideological services, facilities, or materials to parochial schools. (MLF)

ED 248 625 EC 170 403

Nelson, C. Michael
Who's Crazy? II.
PUB DATE- 83
NOTE- 8p.; Paper presented at the Minnesota Conference on Programming for the Developmental Needs of Adolescents with Behavioral Disorders (Minneapolis, MN, Fall, 1982). Contained in EC 170 401.

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adolescents; *Behavior Disorders; *Definitions; Emotional Disturbances
The notion of what is meant by the term "crazy" is explored and certain aspects of the educational system are labeled "crazy." The confusing array of federal and state policies dealing with students with emotional disturbances is noted, and questions are posed to educators and practitioners to illustrate the need to be open to new knowledge and new information. Aspects of society considered crazy include mankind's mistreatment and exploitation of the environment. Crazy, it is suggested, means operating in ways contrary to avowed goals and objectives. In conclusion, the need to examine current procedures and become open to change in ourselves and our systems is cited. (CL)

ED 248 691 FL 014 468

Matthies, Barbara F.
The Director's Job Skills in Intensive English Programs.

PUB DATE- 84
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Journal Articles (080)
DESCRIPTORS- Administrative Organization; Administrator Characteristics; *Administrator Qualifications; *Administrator Role; College Second Language Programs; Computer Literacy; Curriculum Development; Efficiency; *English (Second Language); Higher Education; *Intensive Language Courses; Intercultural Communication; *Job Satisfaction; *Job Skills; Management Teams;

National Surveys; Needs Assessment; Occupational Information; Personnel Management; Professional Associations; Public Relations; Scheduling; Second Language Instruction; Student Placement; Student Recruitment; Testing; Time Management

A survey of directors of intensive English programs (IEPs) about their education, experience, skills, job satisfaction, program size and structure, membership in professional associations, and interest in further training had a response from 177 professionals felt to be representative of the profession, for a 52% response rate. The five most highly rated job skills were: (1) communicating effectively across cultures; (2) maintaining an environment conducive to learning; (3) developing a staff team; (4) managing available time efficiently; and (5) evaluating the IEP's needs. The five skills the respondents rated as their best include: (1) teaching courses within the IEP; (2) communicating effectively across cultures; (3) preparing IEP schedules; (4) explaining basic IEP operating procedures; and (5) overseeing student testing and placement. The five weakest skills included: (1) computer use; (2) proposal writing; (3) arranging extracurricular activities; (4) time management; and (5) maintaining enrollments and recruiting students. Further training was desired in: (1) maintaining enrollments and student recruitment; (2) computer use; (3) designing a comprehensive curriculum; (4) initiating constructive criticism; and (5) communicating effectively across cultures. (MSE)

ED 248 719 FL 014 575

Houlton, David; King, Edith W.
Mother Tongue Teaching in Britain and the United States: Some Current Developments.
PUB DATE- May 84
NOTE- 28p.; Paper presented at a Global Crossroads Conference (Washington, DC, May 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Bilingual Students; Comparative Analysis; Cultural Pluralism; Educational Philosophy; Educational Trends; *Federal Programs; Foreign Countries; *Immigrants; Instructional Materials; *Limited English Speaking; Material Development; Minority Groups; *Multicultural Education; Multicultural Textbooks; Multilingual Materials; *Native Language Instruction; Publications
IDENTIFIERS- Great Britain; United States

Recent developments and trends in the field of native language instruction among language minority groups in Britain and the United States support the growing attitude that a multicultural curriculum reflecting children's cultural experiences is appropriate, and the development of multilingual materials and classroom strategies has taken priority. In Britain this has taken the form of a national effort, called the Mother Tongue Project, including research on the linguistic diversity of local communities and support for primary curriculum development. Instructional and supporting materials were developed from this initiative. In the United States the initiatives have taken the form of a federal bilingual education program, with controversy focusing on both cost and program direction. A variety of materials and programs have been developed within this national trend, with varying results. In Britain, arguments are strong for supporting children's bilingualism. In the United States, school districts confronted with growing immigrant populations are seeking a middle ground between native and English language emphasis. What are clearly needed are further research, curricular materials, and teacher education. (MSE)

ED 248 348 CE 039 627

Polis, Gloria Owens

Early Childhood Education 295. Special Topics.

Bellevue Community Coll. Wash.

SPONS. AGENCY- Washington State Commission for Vocational Education, Olympia.
PUB DATE- 83
NOTE- 13p.; For related documents, see CE 039 626-628.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Behavioral Objectives; *Child Care Occupations; Classroom Techniques; Competency Based Education; *Day Care Centers; *Early Childhood Education; Educational Practices; Guidelines; Independent Study; *Instructional Development; *Occupational Home Economics; *Pacing; Postsecondary Education; Program Implementation; Records (Forms); Teaching Methods; Two Year Colleges

This module, part of a series of early childhood education instructional materials, is intended to assist teachers in adapting an on-campus early childhood education program for use by students desiring self-paced instruction in early childhood education. The course consists of individualized study of a topic chosen by the student or approved work experience. Outlined in the first part of the module are the course objectives, suggested topics for study, guidelines for course completion, and the grading system for the course. Two copies of a sample student contract are provided. Appended to the module are a list of research paper requirements, a module evaluation form, and a bibliography of activity books for use in early childhood education programs as well as works dealing with the philosophy and history of early childhood education and curriculum management. (MN)

NJOICC/CIDS In-Service Training. Final Report 1983-84.
Brookdale Community Coll., Lincroft, N.J.
SPONS. AGENCY- New Jersey State Dept. of Education, Trenton. Div. of Vocational Education and Career Preparation.; New Jersey State Occupational Information Coordinating Committee, Trenton.
PUB DATE- 84
NOTE- 43p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Career Counseling; Case Studies; *Computer Assisted Instruction; Counseling Techniques; Counselor Training; Curriculum Development; Databases; Delivery Systems; *Fused Curriculum; Guidelines; Inservice Teacher Education; *Occupational Information; Program Implementation; School Counselors; Secondary Education; Teacher Workshops; Teaching Methods
IDENTIFIERS- *Career Information Delivery System NJ; *Computer Assisted Counseling; New Jersey

An inservice training program was held at Brookdale Community College in Lincroft, New Jersey, for the purpose of training guidance counselors and teachers in the incorporation into existing curricula of the New Jersey Career Information Delivery System (CIDS), developed by the New Jersey Occupational Information Coordinating Committee (NJOICC). The initial phase of the training project involved the development of a CIDS training curriculum. In the next phase of the project, five inservice workshops were implemented for a total of 125 guidance counselors and teachers. Following the completion of the series of workshops, those staff members who presented the workshops developed a CIDS training manual. Follow-up contact with the workshop participants was maintained by the project staff throughout the next year. (The CIDS training manual is appended to this report. Included in the manual are an overview of computer-based guidance systems, a case study of the use of CIDS that includes sample computer searches, guidelines on program implementation, a CIDS summary, and a CIDS checklist.) (MN)

ED 248 388 CE 039 720

Asian-South Pacific Bureau of Adult Education Special Issue in Preparation for the Fourth International Conference on Adult Education Convened by Unesco, Paris, 1985. Courier No. 31.

Asian - South Pacific Bureau of Adult Education.

PUB DATE- Jul 84
NOTE- 125p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Serials (022)
DESCRIPTORS- *Adult Basic Education; *Adult Education; Adult Literacy; Agency Role; Community Development; Conferences; Economic Development; Educational Benefits; Educational Cooperation; *Educational Needs; Educational Objectives; *Educational Practices; Educational Strategies; Educational Trends; *Literacy Education; Nonformal Education; Postsecondary Education; Private Agencies; School Role; Womens Education
IDENTIFIERS- *Asia; *South Pacific; UNESCO

This special issue was developed by the Asian-South Pacific Bureau for Adult Education (ASPBAE) in preparation for Unesco's fourth international conference on adult education. A section on "Literacy--A Great Challenge and Important Debate" includes "Why Literacy? (Paul Fordham); "Cooperating or Campaigning for Literacy" (Heribert Hinzen, Jakob Horn, Wolfgang Leumer, Rolf Niemann); comments from Sri Lanka (W. M. K. Wijetunga), Bangladesh (Rezaul Haque), Indonesia (Pepep Sudradjat), Australia (Arch Nelson), and India (K. M. S. Benjamin); "Literacy: The Moving Target" (Carman Hunter); "Thai National Literacy Campaign"; and "Experience from the Field: Literacy--What and How?" (Om Shrivastava). The next section contains observations on the conference by W. M. K. Wijetunga; "Summary of ASPBAE Consultation on Desirable Conference Themes" (Chris Duke); a brief summary of an ASPBAE-Unesco consultation; Unesco Asian Regional Consultation; "Adult Education in Asia Today" (A. Chiba); and 1983 ASPBAE executive meeting minutes. Next, "Prespectives from the Asian Region" contains a report on the 1964 establishment of ASPBAE; "South Asian Examples of Adult/Nonformal Education" (Hwang Jong-Gon); "Village Level Action in India" (Om and Ginny Shrivastava); "Women's Development in Chhani Village" (Rajkumari); "Literacy to Development: The Growth of a Tribal Village" (Manohar Singh); and "Strategies for Development and Peasant Education" (Chanida Chanyapate). The section entitled "What Can the Non-Governmental Organizations Achieve in Adult Education?" includes commentary from Kerala, India (K. S. Pillai); the Indian Adult Education Association (J. C. Saxena); Bangladesh (Osman Ghani); Nepal (Sri Ram Lamichhane); and Sri Lanka (W. A. Jayawardana). (MN)

ED 248 402 CE 039 736

Holdampf, Barbara A.
Innovative Associate Degree Nursing Program--Remote Area. A Comprehensive Final Report on Exemplary and Innovative Proposal.
Howard County Junior Coll. District, Big Spring, TX.
SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE- Aug 83
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; Associate Degrees; *Closed Circuit Television; *Distance Education; *Educational Television; Extension Education; *External Degree Programs; Nurses; *Nursing Education; Outcomes of Education; Program Development; Program Effectiveness; Program Implementation; *Telecourses; Two Year Colleges

An Associate Degree Nursing program was created and implemented in Del Rio, Texas, by Howard Junior College of Big Spring, Texas. The program was conducted via videotaped lectures that were televised simultaneously on both campuses. Opportunities were then available for students to ask questions of instructors through a teleconferencing system. Students on the Del Rio campus were provided with duplicates of all materials given to main campus students. In addition, library facilities for the nursing program were duplicated on the distant campus. Some courses, such as psychiatric nursing, were conducted jointly for students from both campuses. Evaluation of the program using the Watson-Glaser test and the National League of Nursing achievement tests showed no significant differences in test scores between students from the distant campus and the home campus, and showed less attrition among students at the distant campus. Based on the success of the first year of the program, Howard College planned to open another distance program in Snyder, Texas, in 1983. (KC)

ED 248 643 EC 170 421

The Maine Approach: A Treatment Model for The Intellectually Limited Substance Abuser.

Kennebec Valley Regional Health Agency, Waterville, ME.; Maine State Dept. of Mental Health and Mental Retardation, Augusta.

PUB DATE- 84
NOTE- 137p.
AVAILABLE FROM- Mental Retardation Alcoholism Project, KVRHA, P.O. Box 728, 8 Highwood St., Waterville, ME 04901 ($3.50).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Agency Cooperation; *Alcoholism; Coordination; *Drug Abuse; *Mental Retardation; *Program Development; *State Programs
IDENTIFIERS- *Maine

The document presents Maine's model for providing substance abuse treatment to the client with mental retardation. Introductory information on retardation and substance abuse is followed by a discussion of this population's unique problems. Services offered in the Mental Retardation Alcoholism project are reviewed, and contracts and cooperative service aggreements are viewed as approaches to improve interagency relationships. Staff training programs are outlined, including guidelines for assessment, treatment, and aftercare. Case studies illustrate the joint planning process and possible outcomes of intervention. Extensive appended material is organized according to material for the system (such as service contracts), assessment process (including the interviewing questionnaire), and treatment and aftercare (including guidelines to behavior modification and educational consideration). (CL)

ED 248 705 FL 014 561

McFerren, Margaret
Lebanon: Country Status Report.
Center for Applied Linguistics, Washington, DC. Language/Area Reference Center.
PUB DATE- Jun 84
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; *Arabic; Armed Forces; Armenian; Bilingualism; Elementary Secondary Education; English; *Foreign Countries; French; Higher Education; Industry; Language Maintenance; Language of Instruction; *Language Role; *Language Standardization; *Language Usage; Mass Media; Monolingualism; Multilingualism; *Official Languages; Public Policy
IDENTIFIERS- *Lebanon

A survey of the status of language usage in Lebanon begins with an overview of the status and usage of Arabic, the official language, and three languages that are much less commonly used as native languages but are commercially and administratively significant: French, English, and Armenian. A matrix follows that rates these four languages on: (1) their usage rating using State Department classifications; (2) increase and decrease trends by the year 2000; (3) chief of state use in addressing the populace; (4) use in armed forces, government, court, and diplomatic communications, written and oral; (5) use as a language of instruction or required language in higher education, on the secondary and elementary levels, and in adult education; (6) use in the popular press, radio and television broadcasting, and film; (7) business and professional use, written and oral; (8) use in intellectual circles; (9) the alphabet situation; (10) the status of indigenous literature; (12) use in public signs and notices; and (12) the availability of instructional materials and dictionaries in the native languages for use in English as a second language. Explanatory notes give the number and population percentages using the languages, the type of alphabet used, and specific instructional materials titles. A selected bibliography is also included. (MSE)

ED 248 675 EC 170 454

Educational Materials for and about Young People with Diabetes.

National Diabetes Information Clearinghouse, Bethesda, MD.; National Institutes of Health (DHHS), Bethesda, Md.

REPORT NO.- NIH-83-1871

PUB DATE- Sep 83

NOTE- 89p.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131)

DESCRIPTORS- *Diabetes; *Health Materials; Health Personnel; *Special Health Problems

The annotated bibliography lists 205 materials for and about young people with diabetes, published from 1976 to 1983. Citations are organized alphabetically by title within two major sections: (1) resources for use by and with patients, their families, and the public; (2) resources for use by health care providers. Within each section, entries are further divided into print and nonprint materials. Citations include title, author, source, date, paging, a brief annotation, and price, as appropriate. Evaluation ratings offered by organizations are included as a service to readers when available. Readability ratings are supplied for public and patient resources. Non-print entries include format description and length and when available, leasing information. Print materials for the public include many inexpensive or free pamphlets; professional print materials feature abstracts of journal articles. Title, author, and subject indexes are appended. (JW)

ED 248 321 CE 039 235

New Trends No. 4. Bulletin of CDCC Project No. 9 "Adult Education and Community Development."

Council of Europe, Strasbourg (France).

PUB DATE- May 84
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Adult Programs; *Community Development; Cooperative Programs; *Educational Assessment; Educational Cooperation; Educational Media; *Educational Practices; Educational Quality; *Educational Trends; Information Dissemination; Material Development; Postsecondary Education; Program Evaluation; Seminars; Teacher Education
IDENTIFIERS- *Cooperative Monitoring; Denmark; France; Italy; Monitoring; Norway; Portugal; Sweden; Turkey; West Germany

This bulletin contains assessments of visits by three comparative monitoring groups to European experiments in adult education,

including programs in Portugal and Italy; Sweden, Denmark, the Federal Republic of Germany and France; and Turkey and Norway. The bulletin also examines a parallel program involving the co-production of multimedia materials for use in training adult educators. Included in a chapter on Project No. 9 information exchanges are a list of Scandinavian summer seminars scheduled for 1984, an annotated list of publications and documents issued in the field of adult education, and a list of Council of Europe publications that are available for sale. (MN)

ED 248 490 CS 007 785

Johns, Jerry L.
A Study of Institutional Productivity in "Reading World": 1978-1983.
PUB DATE- 83
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Content Analysis; Departments; *Productivity; Reading Instruction; *Reading Research; *Scholarly Journals; *School Size; *Universities; Writing for Publication
IDENTIFIERS- *Reading World (Journal)

To discover the institutional affiliation of those scholars publishing articles in "Reading World" and to determine if there were differences among those institutions when the size of the reading faculty was taken into consideration, all articles and research studies published in that journal from October 1978 through May 1983 were reviewed. Following an established research procedure, each article or study was given a credit of 1.0. When more than one author and institution appeared in a contribution, credit was assigned proportionally to each institution. After credits were assigned, a count was made to determine the number of articles or studies contributed by each institution. Then, a list of those institutions contributing more than three articles or studies was made. Results indicated that seven institutions accounted for approximately 16* of the possible credits: (1) University of Georgia, (2) Kansas State University, (3) Northern Illinois University, (4) Texas A and M University, (5) University of Delaware, (6) West Virginia University, and (7) University of Connecticut. When the size of the reading faculty was taken into account, there was a change in the rankings, with the University of Delaware, Texas A and M, Northern Illinois University, the University of Connecticut, and the University of Georgia comprising the top five institutions. (FL)

ED 248 520 CS 208 548

Soven, Margot

Changes in Teaching Practices: What Happens after the Writing Across the Curriculum Workshop?

PUB DATE- Mar 84
NOTE- 11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (35th, New York, NY, March 29-31, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Content Area Writing; Curriculum Development; Higher Education; Inservice Teacher Education; *Instructional Improvement; *Program Effectiveness; Teacher Improvement; *Teacher Workshops; Teaching Methods; Writing Exercises; *Writing Instruction

The question of what to do "after the workshop" has been treated only in passing by writing across the curriculum experts. When planning the writing across the curriculum program at La Salle University (Philadelphia), the writing faculty decided to make continued "after the workshop" interaction with the writing specialist an integral part of the program. After two years of the program, the faculty planners were able to draw the following conclusions about how teaching practices had changed: (1) new writing assignments were introduced; (2) some instructors retained some former assignments but modified them by changing scope, clarifying the instructions, or defining them more completely in terms of rhetorical context, including purpose and audience; (3) some instructors added explanations of evaluative criteria to assignment specifications; (4) some instructors added additional class time for instruction related to the assignment; (5) about half the instructors evaluated student papers with the aid of a checklist and abbreviated symbols; (6) some instructors phased assignments so that a preliminary "stage" of the assignment was evaluated by the instructor before the student completed the assignment; and (7) some instructors revised the objectives of their course and the accompanying reading materials. (HTH)

ED 248 535 CS 208 571

Farrell, Michele, Comp.
A Guide to Children's Literature.
D'Youville Coll., Buffalo, N.Y.

PUB DATE- May 84
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Adolescent Literature; Biographies; *Childrens Literature; Coping; Elementary Secondary Education; Literary History; Multicultural Education; Poetry; Reading Material Selection; *Resource Materials; Story Telling; *Supplementary Reading Materials; Values

Intended to help those searching for the right reading material, whether for a beginning reader or a young adult who is a slow reader, the books cited in this bibliography provide a subject access to children's literature. Each citation is accompanied by an annotation and a Library of Congress catalog number and is included in one of 15 sections of the bibliography: (1) general guides, (2) award books, (3) history of children's literature, (4) subject indices for children's literature, (5) biographical information, (6) representation of minorities, (7) special readers, (8) juvenile readers, (9) values, (10) coping, (11) poetry, (12) storytelling, (13) collection development, (14) miscellaneous, and (15) journals. (HOD)

ED 248 595 EA 017 091

Financing Education: Minnesota, 1983-84.
Minnesota House of Representatives, St. Paul. Education Committee.

PUB DATE- 84
NOTE- 46p.; For the 1984-85 financing report, see EA 017 160.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
Numerical/Quantitative Data (110)
DESCRIPTORS- Categorical Aid; Elementary Secondary Education; Eligibility; Equalization Aid; Expenditure per Student; Foundation Programs; Property Taxes; *Resource Allocation; *School Funds; *State Aid; Tax Allocation
IDENTIFIERS- *Funding Formulas; *Minnesota

An introduction to Minnesota's educational finance system as of school year 1983-84, this compilation describes various aid programs, defines relevant terms, and shows how funds are allocated. The first section defines the following: the Foundation Aid Program, the state's basic school financing mechanism, which includes state and local funds with an equalizing factor and 11 special allowances; other revenue programs, including referendum levies, summer school aid, and eight categorical aids; and variables, concepts, and procedures used to allocate funds. The remainder of the report illustrates with simple examples the eligibility criteria and funding formulae for foundation, categorical, and tax relief aids; compares the 1983-84 foundation program with that for 1984-85; and summarizes the revenues available to school districts in 1983-84 and 1984-85. (MCG)

ED 248 611 EA 017 152

Guidelines for Comprehensive Curriculum Development, K-12.
California Curriculum Alliance, Red Bluff.
PUB DATE- 83
NOTE- 45p.; Document printed on colored paper.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Course Content; *Curriculum Design; *Curriculum Development; *Curriculum Evaluation; *Curriculum Guides; Educational Principles; Elementary Secondary Education; Instructional Materials; *Needs Assessment; Objectives; Program

Evaluation; Resources; Student Needs; Teaching Methods

This report provides documents, categorized under five different sections, to be used as guidelines for curriculum development. The first section, "Model Board Policy for Comprehensive Planning," outlines responsibilities of local education boards in curriculum development and provides examples to consider for policy development. The second section, "Curriculum Development Checklist," identifies 14 principles and suggests questions for evaluating how each principle is utilized in a school disrict. "Learning Climate Factors," the third section, identifies 18 factors influencing learning environments and includes a scale for determining the level to which each factor is addressed. Discussing the development and design of needs assessment and program evaluation components, the fourth section provides a rating scale for use in the planning process. The final section, "Balance in the Curriculum," identifies curriculum goals for students and provides charts for determining how well the school meets its responsibilities. Four appendixes are also provided, including a sample model for curriculum development. (MD)

ED 248 626 EC 170 404

Cortez, Suzanne E.
Correlates of Successful Adaptive Behavior: Comparative Studies with Regular and Exceptional Adolescent Populations.
PUB DATE- 83
NOTE- 12p.; Paper presented at the Minnesota Conference on Programming for the Developmental Needs of Adolescents with Behavioral Disorders (Minneapolis, MN, Fall, 1982). Contained in EC 170 401.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Adaptive Behavior (of Disabled); *Disabilities; *Mainstreaming; Middle Schools; Secondary Education

Middle and high schoolers, (N=92), some of whom were mainstreamed students, completed an 80-item checklist describing personal, behavioral, or descriptive characteristics. Responses from the original survey indicated broad consensus of all participating groups on a number of items, with differences emerging more on the basis of age than sex. Subsequent distributions of the checklist have included regular classes in other cities and exceptional classes for the learning disabled, emotionally disturbed, and mildly mentally handicapped. Further replications are indicated by this research; a number of differences noted between exceptional populations offer questions worthy of exploration. It is hoped that ultimately some bases for differentiation of mild exceptionalities among the teenage population may be clarified, and that the indicators may also serve as predictors for successful mainstreaming as well as guidelines for individual educational needs. (Author/CL)

ED 248 658   EC 170 437

Babysitting for Special Children. Tips on Caring for a Child with Autism, Cerebral Palsy, Epilepsy or Mental Retardation.

Minnesota State Comprehensive Epilepsy Program, Minneapolis.; Wisconsin Council on Developmental Disabilities, Madison.

PUB DATE- 83
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Autism; *Cerebral Palsy; *Child Rearing; *Epilepsy; First Aid; *Mental Retardation; *Respite Care; Safety
IDENTIFIERS- *Babysitters

The booklet is designed to help people interested in babysitting for children with special needs. A brief explanation of each of the four disabilities covered by this guide (autism, cerebral palsy, epilepsy, and mental retardation) is followed by a checklist designed to elicit information on practical issues from parents, such as communication methods, special routines, preferences, medication, special handling, play positions, seizure activity, sleep, feeding, behavior problems, and special equipment. The booklet concludes with general babysitting tips about safety and first aid. (CL)

ED 248 692 FL 014 472

Hargett, Gary R.; Olswang, Steven G.
An Institutional Approach to Improving the English Proficiency of Foreign Students: The Modified Transitional Model.
PUB DATE- 84
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Journal Articles (080)
DESCRIPTORS- *Administrative Policy; *Admission Criteria; College Second Language Programs; College Students; *English (Second Language); *Foreign Students; Graduate Study; Higher Education; *Language Proficiency; Language Tests; Probationary Period; Second Language Instruction; Time Factors (Learning); Undergraduate Study
IDENTIFIERS- University of Washington

An administrative policy adopted at the University of Washington providing an alternative to relying entirely on English language proficiency tests for determining foreign students' ability to succeed in an academic program is described. Issues from which this program evolved are discussed and the related literature is reviewed. The issues include English proficiency as a predictor of academic outcomes, institutional responsibilities in establishing foreign student policies, identifying proficiency levels, admission policy alternatives, and models for providing language services to foreign students once admitted. Following this, the University of Washington's model is outlined. This model sets a score of 500 on the Test of English as a Foreign Language as the minimum requirement for admission contingent on further assessment and a score of 580 as the requirement for admission into a full-time English-medium curriculum for both undergraduate and graduate applicants. Students with the lower score are given provisional admission status pending additional work in English as a second language (ESL). Fees are assessed for ESL courses, which do not earn credits but do count toward full-time enrollment for visa status. The incorporation of ESL classes into the academic program is felt to be essential to program success, since it helps to meet the primary needs of all constituencies without excessive financial burden on students or institution, and to eliminate the isolation of traditional intensive language institutes. Most important, this approach is designed to allow institutions to admit students based on their proven academic abilities, so that subsequent decisions can be based soundly on prior academic performance. (MSE)

Certification of the Professional Social Worker. New York State.
New York State Education Dept., Albany.

PUB DATE- 84
NOTE- 39p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Certification; Social Work; *Social Workers; *State Legislation; State Licensing Boards
IDENTIFIERS- *New York

This brochure on New York State regulations for certification of the professional social worker opens with a brief statement on the need for certification. Qualifications for licensure for both United States educated and foreign educated applicants are outlined and the limited permit is explained. Other topics covered include registration; professional conduct; information about the examination procedures, with a special note for handicapped persons; sample examination questions; and exam score information. Information on insurance qualification for social workers is provided. The remainder of the booklet presents the text of the licensure law, which describes professional licensure and also deals with state management, professional misconduct and unauthorized acts of a professional, and the state's education regulations for licensed social workers. (JAC)

ED 248 431 CG 017 705

Lapsley, Daniel K.; And Others
Loneliness, Depression, and Epistemological Relativity in Early and Late Adolescence.
PUB DATE- 4 May 84
NOTE- 13p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (56th, Chicago, IL, May 3-5, 1984).

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; *Cognitive Structures; College Students; *Concept Formation; *Depression (Psychology); Developmental Stages; Epistemology; *Loneliness; Moral Development; Secondary Education; Social Cognition

Epistemological loneliness refers to the isolation adolescents may experience as the result of cognitive relativism, ushered in by the emergence of formal operational thought. To examine the relationship between cognitive relativity, epistemological loneliness, and depression in adolescence, 108 adolescents (29 seventh graders, 29 ninth graders, 21 high school juniors, and 29 college freshmen) completed a battery of tests. The battery included the Defining Issues Test, the UCLA Loneliness Scale, the Adolescent Depression Scale, and the Epistemological Relativity Scale. An analysis of the results showed a significant relationship between cognitive relativism and clinical loneliness and depression. Contrary to expectations, no relationship was found between relativism and advanced social cognitive development, as measured by moral reasoning. The findings support the notion that cognitive relativity has affective consequences. (BL)

ED 248 446 CG 017 720

Opening Doors for Children: A Study of the North Carolina Community-Based Alternative Program.

Governor's Advocacy Council on Children and Youth, Raleigh, NC.; John Howard Association, Chicago, Ill.

SPONS. AGENCY- Office of Juvenile Justice and Delinquent Prevention (Dept. of Justice), Washington, D.C.
PUB DATE- Aug 83
NOTE- 71p.
GRANT- 80-JS-AX-0011(S-1)
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; *Delinquency Prevention; Financial Support; *Juvenile Courts; Secondary Education; *State Programs; Youth Problems; *Youth Programs
IDENTIFIERS- *Community Based Alternatives Program; Juvenile Justice; *North Carolina

North Carolina's Community-Based Alternatives (CBA) program serves more than 44,000 youths each year. To obtain local criminal officials' and juvenile justice program practitioners' reactions concerning the operation of the CBA, information was gathered from 107 questionnaires completed by local social service, school, and juvenile court representatives from 33 North Carolina counties. In addition, eight on-site visits were conducted by the review team. An analysis of the results showed that the CBA is opening doors for youths all across the state and that citizens and professionals at both the local and state levels are extremely satisfied with the program. Recommendations for program improvement included an increase in statewide funding for the CBA program to finance new services, to provide incentives to effective programs, and to staff the task force. Specific recommendations for task force refinements focused on voting clarification, monitoring roles, data gathering methods, priority setting guidelines, membership expansion, and membership training and orientation. Finally, it was recommended that task forces assume responsibility for educating local citizens regarding their mandate, role, and responsibility; the needs of youth; services being provided; and the process by which programs are funded. (BL)

ED 248 461 CS 007 698

Roth, Steven F.; Beck, Isabel L.
Research and Instructional Issues Related to the Enhancement of Children's Decoding Skills through a Microcomputer Program.
PUB DATE- Apr 84
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Processes; *Computer Assisted Instruction; *Computer Software; *Decoding (Reading); Elementary Education; Microcomputers; Reading Improvement; Reading Instruction; Reading Research; *Reading Skills; Reading Strategies; *Remedial Reading; *Word Recognition
IDENTIFIERS- Theory Practice Relationship

The efforts to develop and study the effects of a microcomputer program to enhance children's decoding and word recognition skills are described in this paper. The first section of the paper discusses theory and research in the area of cognitive psychology upon which the program, "Construct a Word," is based. The second section describes the instructional goals of the program, and the third provides a description of the components. The fourth section discusses the use of a digitized speech component used in the program for corrective feedback, while the fifth reviews the various materials and activities used to develop decoding and word recognition skills. The remaining sections of the paper discuss a field test of the program, which indicated that it increased the level of decoding efficiency for students whose reading abilities were below grade level. (FL)

ED 248 475 CS 007 755

Dollerup, Cay; And Others

The Three Tales Chosen, the Establishment of the Texts and the Charting of Deviations, with a Collation of the "Original Tales," the Check Translations, and the Danish and Turkish Texts. Fairytale: An Interdisciplinary Turco-Danish Study of the

Collective v. the Individual Nature of the Response to Literature. Report No. 11. Revised.

Bosphorus Univ., Istanbul (Turkey). Dept. of Language and Literature.; Copenhagen Univ. (Denmark). Dept. of English.

PUB DATE- 12 Jan 83
NOTE- 184p.; Sponsored jointly by Unesco, NATO, and the Danish Research Council for the Humanities. For related documents, see CS 007 745-759.
LANGUAGE- English; Danish; Turkish
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Criteria; *Cross Cultural Studies; Cultural Context; Cultural Differences; *Evaluation; *Folk Culture; Foreign Countries; Intercultural Communication; Literature Appreciation; Oral History; *Reader Response; Reading Research; *Research Design; Research Methodology; Research Projects
IDENTIFIERS- Denmark; *Fairy Tales; *Response to Literature; Turkey

Part of the interdisciplinary Turko-Danish Fairytale Project, this paper provides information about the three fairy tales chosen for study: "The Snake, the Fox, and the Man," "The Gold Apple," and "Per Smed's Whip." Various sections of the paper contain descriptions of the following: (1) the selection procedures, (2) the procedures used in establishing "identity" between the three tales in Danish and Turkish, (3) procedures used in editing the tales, and (4) texts and variants of each tale in Turkish, Danish, and English. (FL)

ED 248 505 CS 208 364

Rodrigues, Dawn
Sounding the Depths: Computers and Basic Writers.
PUB DATE- Mar 84
NOTE- 17p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (35th, New York, NY, March 29-31, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Style; *Computer Assisted Instruction; *Course Content; Higher Education; *Integrated Activities; Microcomputers; Student Needs; Student Reaction; *Word Processing; *Writing Instruction; *Writing Processes
IDENTIFIERS- *Basic Writing

Since basic writers tend to learn best when only a few skills are presented at a time, composition teachers should introduce these students to word processing and writing simultaneously, demonstrating word processing commands as they complement the writing process. For instance, the use of the insert key can be presented when students need to revise by adding detail, or, the function of the delete key can be explained when students find digressions in their writing. The pedagogical approach may be organized around a series of writing cycles, each of which moves the students through discrete stages of the writing process. During the first class session of each new writing cycle, students meet in the regular classroom to select a personal journal entry to use as the basis for a theme. The second class, held in the computer lab, teaches students new word processing skills. In class three, students edit one another's papers at the computer, and in class four students submit their completed papers. Students who have been introduced to word processing in this way have expressed enthusiasm for the course. They learned how to sequence their revisions and concentrate on content and structure before moving to style and mechanical matters. The computer also helped the students to concentrate on their work and to become independent writers. (HOD)

ED 248 550 CS 504 677

Fadely, Dean

Argumentation and Debate and the Pre-Law Program: Some Considerations.

PUB DATE- Sep 84
NOTE- 17p.; Paper presented at the Convention of the Carolinas Speech Communication Association (Clemson, SC, September 28-29, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Court Litigation; *Debate; Education Work Relationship; Higher Education; *Law Students; Models; *Persuasive Discourse; *Speech Communication; *Speech Instruction; Teacher Role
IDENTIFIERS- *Prelaw Curriculum

Many students entering law school are surprised to find that the debating activities there (moot court, mock trial work, and trial advocacy courses) bear little resemblance to the debating they did at the undergraduate level. Those who teach, whether speech communication or prelaw, have an obligation to communicate to students the differences between the processes that occur in the courts of reason, such as academic debate, and those that take place in the courts of law. In both courts, evidential inputs normally begin the decision making process. However, the court of reason relies on authoritative testimony, the court of law on direct evidence. In a court of reason, much of the evidence is admitted unless the judge or judges permit it. Receivers in the courts of reason and law serve essentially similar functions. The differences lie in how the receivers come to be in their respective courts (self-selected or summoned) and in the degree of rigor involved in the evidential evaluation and decision making present in each court. In the court of reason, expectations for evaluation performance vary with the situation and circumstances. In the court of law, performance expectations of receivers are always high, and, unlike the court of reason, continuous efforts are made in order that these expectations can be met. The final difference to be considered lies in the nature of the judgment that the receivers render. The policy decisions produced in the court of law can have effects equal to, or greater than, those promulgated by the courts of reason. (HTH)

ED 248 565 CS 504 694

Rankis, Olaf E.; Beebe, Steven A.
Expatriate Executive Failure: An Overview of the Underlying Causes.
PUB DATE- Nov 82
NOTE- 26p.; Paper presented at the Annual Meeting of the Speech Communication Association (68th, Louisville, KY, November 4-7, 1982).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrators; *Business; *Communication Problems; *Communication Research; *Communication Skills; Cross Cultural Training; *Cultural Differences; Foreign Countries; *Intercultural Communication; Social Integration
IDENTIFIERS- Employee Attrition; *Expatriate Executives

The high attrition rate among North American expatriate executives has become a significant problem for firms doing business in foreign countries. A review of the literature reveals a number of factors contributing to attrition, including culture shock, family problems, managerial style and practice differences, insensitivity to host cultures, and an ignorance of the geography, history, and language of the host country. These problems are often compounded by the expatriate executive's need to carry out organizational goals and policies in the same way he or she had done in the home office. To reduce high attrition rates among expatriate executives, firms should improve their selection and screening processes, provide candidates for foreign jobs and their families with comprehensive training, and provide them with techniques for coping with the stress of living and working in a foreign culture. (FL)

ED 248 579 EA 017 042

Boardman, Gerald R.
Administrator Training and Development: Conceptual Model.
PUB DATE- Nov 83
NOTE- 53p.; Paper presented at the Annual Meeting of the Southern Regional Council on Educational Administration (Knoxville, TN, November 13-15, 1984).
LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Administrator Role; Curriculum Development; Educational Finance; *Educational Practices; *Educational Theories; Elementary Secondary Education; Leadership; *Management Development; *Models; Motivation; School Community Relationship; School Organization
IDENTIFIERS- Contingency Theories

A conceptual model for an individualized training program for school administrators integrates processes, characteristics, and tasks through theory training and application. Based on an application of contingency theory, it provides a system matching up administrative candidates' needs in three areas (administrative process, administrative characteristics, and administrative tasks) based on the individual's knowledge, skills, and self-awareness. The model identifies 8 task areas, 12 behavioral skill areas, and 13 theories while providing a framework for interrelating theory, training, and practice. It provides a method for analyzing and selecting those elements useful in training school administrators for specific circumstances or tasks. The paper includes two figurative representations of the model with a table cross referencing administrative skills and theories. A 39-page appendix lists references to specific research findings on administrative skills areas. (MD)

ED 248 676 EC 170 455

Zdunich, Louise

Summer Programs for the Severely Handicapped. Interim Evaluation Report.

Alberta Dept. of Education, Edmonton. Planning Services Branch.
PUB DATE- Jan 84
NOTE- 251p.; Appendix D is not included.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Behavior Change; Check Lists; Interpersonal Competence; *Multiple Disabilities; Recreational Programs; *Severe Disabilities; *Severe Mental Retardation; *Skill Development; *Summer Programs; Vacation Programs
IDENTIFIERS- Alberta

A quasi-experimental approach was used to study the effect of different types of summer programs in Alberta (Canada) on the skills and behaviors of severely handicapped children ages 2 1/2 to 18 years. The experimental group, composed of 98 students, were enrolled in 6-week summer programs characterized as high structure (emphasizing specific educational skill and goal-oriented behavioral change), medium structure (mixed educational-recreational), or low structure (recreational). The control group (103 children) were enrolled in no program at all, or in short (2-4 week), primarily recreational summer programs. Data were collected on program characteristics and on child-child and staff-child interactions. The Inappropriate Behaviors Observation Checklist was developed to assess student behavior, and the Teachers' Interview Skills Checklist to assess changes in skill levels. Among the reported results were that programs designated as high structure and medium structure produced the greatest improvement in skills and behavior, with little difference between the two types in terms of results. Recommendations included: (1) the provision of full 6-week summer programs for all severely handicapped children; (2) increased staff preparation; (3) a greater degree of normalization; and (4) a follow-up study to measure retention of skills and behaviors over a longer period of time. (Author/JW)

ED 248 720 FL 014 576

Rodriguez, Ana Maria

Applications of Current Research Findings to Bilingual Education Practice.

PUB DATE- Apr 84

NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1984).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Applied Linguistics; *Bilingual Education; Curriculum Development; Educational Strategies; *Ethnography; *Language Research; *Linguistic Theory; *Second Language Learning; *Teacher Effectiveness

Recent research findings that have potential application or are already contributing to the refinement of educational practice in bilingual education include developments in language research, teacher effectiveness research, and ethnography. In language research, these contributions include work on the need for and types of language proficiency, conditions for skill development, home language use, and other influential factors. Important research on teacher effectiveness has focused on successful teacher behaviors and strategies, learning time, and teacher use of cultural information. Ethnographic research has brought deliberate attention to the articulation of home and school culture, emphasizing both curriculum design suited to student development and abilities, and the mix of language of instruction with subject matter. And while the research relevant to bilingual education is broad and informative, bilingual educators have managed to incorporate a variety of approaches for use with diverse student populations, avoiding the rigid standardization that can make for curricular irrelevance. (MSE)

ED 248 322 CE 039 452

Oaklief, Charles R.; Oaklief, Margery M.
Participation in Kansas Noncredit Adult Education. A Survey of Seven Participant Groups. Final Report.
Kansas State Univ., Manhattan. Dept. of Adult and Occupational Education.

SPONS. AGENCY- Education Commission of the States, Denver, Colo.; Kansas State Board of Regents, Topeka.; Kellogg Foundation, Battle Creek, Mich.
PUB DATE- Dec 83
NOTE- 80p.; For a related document, see ED 246 191.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; *Adult Education; *Adult Students; Community Colleges; Continuing Education; *Educational Benefits; Educational Needs; Extension Education; Nurses; Outcomes of Education; *Participant Characteristics; Participant Satisfaction; Postsecondary Education; Professional Continuing Education; Program Improvement; State Programs; Statewide Planning; *Student Attitudes; *Student Educational Objectives; Student Needs; Vocational Education; Vocational Schools

This project studied participation and benefits of noncredit adult education in Kansas. It was geared to determine appropriate roles for the state of Kansas in delivering educational services for adults through lifelong learning and noncredit educational programs. The population included 1,334 participants in noncredit adult learning experiences from these seven provider groups: adult basic education, business managers, vocational-technical schools, community colleges, nurses, and Cooperative Extension Pride and Non-Pride. A random sample of participants was selected from each of the seven groups and a survey was administered. The instrument was designed to determine demographic data and characteristics of the adult learning experience, along with the benefits derived from participation in noncredit adult education. Respondents replied to a 19-item benefit scale. This project report analyzes the responses by group and the following variables: sex/marital status, age, employment, education, number of learning experiences, enrollment reason, cost and length of learning experience, recognition received for completion, perceived satisfaction and strength of learning experience, opportunity to participate, relevance of benefits, and degree of personal benefit. Recommendations for program improvement, data tables, and the survey instrument are provided. (KC)

ED 248 335 CE 039 582

Knight, G. Diane; Sedlacek, William E.
Sex-Role Identity and Attitudes toward Women in Traditional and Non-Traditional Occupations. Research Report #4-83.
Maryland Univ., College Park. Counseling Center.
PUB DATE- 83
NOTE- 28p.; For a related document, see CE 039 586.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Career Choice; *College Students; *Females; Higher Education; Identification (Psychology); Males; *Nontraditional Occupations; *Role Perception; Sex Bias; Sex Discrimination; Sex Fairness; *Sex Role; Student Attitudes

A study examined the extent to which college students differentially evaluated women in traditional, nontraditional, and unspecified occupations. It also investigated whether sex-role identification was a variable moderating the attitudes of students toward the kinds of occupations women selected. The Situational Attitude Scale for Women in Occupations and the Bem Sex Role Inventory (BSRI) were administered to 124 freshman university students. Students were classified as masculine sex-typed males, feminine sex-typed females, androgynous, or undifferentiated, using the BSRI. Data analyzed using two-way analysis of variance of occupational designation (form) and sex-role identification (role) yielded 18 items significantly different on role, 12 significantly different on form, and 4 significantly different on interaction of role and form. Results indicated women identified with nontraditional occupations were viewed less favorably than women identified with traditional occupations. Students with an androgynous self-concept were more likely to view women in any occupation more favorably. Masculine sex-typed males were most likely to hold negative attitudes toward women in any occupation and particularly toward women in nontraditional occupations. Results suggested that sex-role orientation had an impact on women's occupational choice and attitudes of male peers influenced women's career choice. (YLB)

ED 248 349 CE 039 628

Polis, Gloria Owens
Early Childhood Education 193.
Bellevue Community Coll. Wash.

SPONS. AGENCY- Washington State Commission for Vocational Education, Olympia.
PUB DATE- 83
NOTE- 29p.; For related documents, see CE 039 626-627.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Behavioral Objectives; *Child Care Occupations; Classroom Techniques; Competence; Day Care; *Day Care Centers; *Early Childhood Education; *Field Experience Programs; Guidelines; Independent Study; Job Search Methods; Job Skills; Learning Activities; Learning Modules; *Occupational Home Economics; Pacing; Portfolios (Background Materials); Postsecondary Education; Records (Forms); Teacher Education; Teaching Methods; Two Year Colleges
IDENTIFIERS- Resumes

This module adapts the content of an on-campus early childhood education program to a competency-based set of self-paced learning activities for use in largely self-directed, supervised instruction of student child caretakers employed at such settings as a day care center or Head Start agency. Addressed in the individual sections of the module are the following topics: participating in an early childhood classroom, writing a log of daily practicum experiences, evaluating teaching skills and enriching identified areas of need, presenting learning experiences representing ethnic groups, developing plans and procedures for field trips, reading about and reporting on the field of early childhood education, utilizing printscript in the classroom, and preparing for entry into the world of work by developing and using effective job-search strategies. Each section consists of an objective and a list of suggested activities. Appended to the module are assorted sample forms, a sample resume, cover letter, follow-up letter, and a bibliography of works for use in and about early childhood education programs. (MN)

ED 248 362 CE 039 662

Monk-Turner, Elizabeth
Sex Differentials in Unemployment Rates in Male-dominated Occupations and Industries during Periods of Economic Downturn.
PUB DATE- 84
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Business Cycles; Comparative Analysis; Economic Factors; *Employed Women; Employment Level; Employment Opportunities; *Employment Patterns; Equal Opportunities (Jobs); Females; Influences; *Nontraditional Occupations; Public Policy; *Sex Differences; Sex Discrimination; Sex Fairness; Sex Role; *Unemployment

A study examined the ways in which cyclical changes in the business cycle affect unemployment rates by sex in male-dominated occupations and industries. Using data from the monthly reports on employment and earnings issued by the U.S. Bureau of Labor Statistics (1969-1982), the report examined employment rates in selected male-dominated and female-dominated occupations and industries in both peaks and troughs of the economic cycle. These data revealed that the unemployment rate, in male-dominated occupations, is generally higher for women than for men and that this gap varies countercyclically, being greatest during business-cycle troughs. These findings suggest that the traditional approach to viewing women as being protected from the harshest effects of recession by virtue of their concentration in service industries ignores the problem of how business-cycle downturns affect the employment situation of women employed in male-dominated occupations and industries. Data suggest that if women continue to bear more of the burden of an increase in unemployment in male-dominated occupations and industries during periods of economic downturn, then these occupations and industries will remain sex-segregated until legislation emerges to protect women working in such occupations. (MN)

ED 248 376 CE 039 698

Knight, Joyce
Vocational Guidance and Counseling. Final Report.
Indiana Vocational Technical Coll., Fort Wayne.
SPONS. AGENCY- Indiana State Board of Vocational and Technical Education, Indianapolis.
PUB DATE- Oct 83
NOTE- 112p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adults; Career Counseling; Career Development; *Career Guidance; Career Planning; *Dislocated Workers; Educational Resources; Employer Attitudes; Employer Employee Relationship; *Employment Programs; Job Application; Job Layoff; Job Placement; *Job Search Methods; Job Training; Leaders Guides; *Outplacement Services (Employment); Program Development; Program Effectiveness; Program Implementation; Reentry Workers; Resource Centers; Resource Materials; Retraining; Stress Management; Unemployment; *Workshops
IDENTIFIERS- Indiana (Fort Wayne)

A project was conducted at Indiana Vocational Technical College to (1) identify unemployed or laid-off persons who required vocational guidance and/or training in order to reenter the work force; (2) ascertain realistic occupational goals, competencies, and potential job markets; and (3) develop and implement a counseling program with written materials and support services to serve these objectives. During the program, community sources were involved and a promotional program targeting laid-off persons and the unemployed was developed and implemented. Individual counseling and group workshops were conducted, a career resource center was developed, and information and materials were disseminated. A comprehensive summative evaluation was designed and administered after each workshop session in order to measure the quality of the leadership, course content, and workshop organization, and to measure the degree of learning. A partial report of the participant evaluation showed that 98 percent thought that expectations were met and the workshop was well organized; 100 percent thought that the leadership was highly knowledgeable about the workshop content; and 100 percent thought that the leader created an environment that allowed them to express themselves freely. A follow-up survey indicated that 55 percent became employed during or since their session, and 72 percent are enrolled in retraining or definitely plan to seek retraining. (Appendixes, which amount to about three-fourths of the document, contain student feedback, participant follow-up, lists of career resource materials, promotional materials, and the employment skills program workbook.

The workbook covers unemployment-related stress, self-assessment, career planning, resumes, interviewing, job applications, and job leads.) (KC)

ED 248 389　　　　　　　　　　　　　　CE 039 721

Nelson, Orville
National Survey of Industrial Arts Teachers' In-Service and Instructional Materials Needs for Using Micro-Computers in Their Courses.
Wisconsin Univ. - Stout, Menomonie.
SPONS. AGENCY- American Council on Industrial Arts Teacher Education, Washington, D.C.
PUB DATE- Aug 84
NOTE- 33p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Computer Assisted Instruction; *Educational Needs; Educational Practices; Educational Trends; High Schools; Industrial Arts; *Industrial Arts Teachers; Influences; *Inservice Teacher Education; Instructional Materials; Junior High Schools; *Microcomputers; National Surveys; Questionnaires; Secondary School Teachers; Tables (Data)

A study examined the extent to which microcomputers were used in high school industrial arts courses and assessed the types of inservice experiences and instructional materials needed to expand such usage. To gather data for the study, the researcher mailed surveys to a random sample of 200 junior high school and high school industrial arts departments across the country. A second round of survey instruments was sent to a new sample of industrial arts departments. Response rates to the first and second rounds were 70 and 43 percent respectively. A follow-up telephone survey was then conducted to verify the response rate of the second survey. Based on these data collection efforts, it was concluded that industrial arts teachers were making little use of computers and microcomputers in their courses; however, comments on the surveys indicated a growing interest in including microcomputers in industrial arts courses. After analyzing the factors that were mentioned as encouraging and discouraging microcomputer usage in industrial arts courses, the researcher recommended the following items to encourage the use of computers and microcomputers: additional funding, software that is designed specifically for industrial arts courses and a clearinghouse to aid in the procurement of such software, access to inservice and college courses on the use of computers in industrial arts courses, and technical assistance to help teachers with specific problems encountered in preparing software and instructional materials. (Both survey instruments are appended to this report.) (MN)

ED 248 403 CE 039 738

Bowe, Frank

U.S. Census and Disabled Adults: The 50 States and the District of Columbia.

Arkansas Univ., Hot Springs. Arkansas Rehabilitation Research and Training Center.

SPONS. AGENCY- National Inst. of Handicapped Research (ED), Washington, DC.
PUB DATE- Apr 84
NOTE- 104p.
GRANT- G0083C0010/01
AVAILABLE FROM- Publications Department, Arkansas Rehabilitation Research and Training Center, P.O. Box 1358, Hot Springs, AR 71901 (Item No. 1250--$6.00).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Accessibility (for Disabled); *Adults; *Demography; *Disabilities; Employment; *Employment Patterns; *Labor Force; Population Distribution; Racial Distribution; State Surveys; Transportation
IDENTIFIERS- Census of Population and Housing 1980; United States

This book analyzes and presents information from the 1980 Census of Population and Housing and offers state-by-state breakdowns of data on the disabled population. The 50 states and the District of Columbia are divided among 10 regions. Each state is described in terms of population size, proportions of the working-age population that are disabled, labor force participation rates among disabled adults, variations between disabled males and females on employment-related indices, interactions between race and disability, and the prevalence of transportation disabilities in the working-age and over-65 populations. Twenty figures illustrate proportions of working age population reporting one or more disabilities and labor force participation by working-age disabled persons for the states within each region. Thirteen tables, all broken down state-by-state, depict proportions disabled, labor force participation rates, proportions disabled and prevented from working, disabled males, disabled females, white disabled males, white disabled females, black disabled males, black disabled females, Hispanic disabled males, Hispanic disabled females, and transportation disabilities. The book is intended to assist rehabilitation, special education, vocational education, and employment personnel to plan better services for disabled individuals. (YLB)

ED 248 536 CS 208 572

Danielson, Susan; Braunger, Jane
The Part-Time Factor: A Critical Variable in Composition Instruction.
PUB DATE- Mar 84
NOTE- 20p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (35th, New York City, NY, March 29-31, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Colleges; Comparative Analysis; Full Time Faculty; Higher Education; *Influences; *Part Time Faculty; *Teacher Attitudes; *Teacher Response; Universities; *Writing Instruction; *Writing Research
IDENTIFIERS- Oregon

Initially, a study was designed to discover the effect of institution of employment--that is, community college or university--on teacher attitudes toward composition; however, employment status--part-time or full-time--more clearly accounted for attitude differences at both types of institutions. The study methodology involved a two-part questionnaire being mailed to 122 composition teachers at three Oregon universities and two Oregon community colleges. The first section of the questionnaire, the attitude identification component, consisted of scales for measuring teacher attitude toward instruction in written composition, while the second section contained questions on training, experience, and demographics. Additionally, follow-up personal interviews were conducted with six respondents. Results of a factor analysis pointed to a weakness in the scale items themselves--their tendency to limit attitude response to student-centered or content-centered priorities. However, the profile of the "average" part-time composition teacher emerged as female, under 40 years of age, having no Ph.D., having less than seven years teaching experience at the post-secondary level, and with graduate training in literature (not composition). If she had a teaching assistantship, it was very influential. It is concluded that prescriptive, content-centered orientation was evident among the part-time instructors and that further research should focus on the training of graduate teaching assistants and employment status. (HOD)

ED 248 596 EA 017 094

Education of Children under State Care or Custody. Program Audit.
New York State Legislative Commission on Expenditure Review, Albany.
PUB DATE- Nov 83
NOTE- 122p.
AVAILABLE FROM- Publication Sales, New York State Legislative Commission on Expenditure Review, Room 400, 111 Washington Avenue, Albany, NY 12210 (free).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Access to Education; Child Custody; Compliance (Legal); *Delivery Systems; Educational Needs; Educational Resources; Educational Responsibility; Elementary Secondary Education; Operating Expenses; *Program Effectiveness; *Residential Care; Special Schools; *State Agencies
IDENTIFIERS- *New York; New York State Education Department

Ten agencies in New York State provide educational services to over 46,000 children (daily average) in state care or custody. This audit report, through verbal and statistical summaries, evaluates these agencies' performance. Chapter I provides background data, describes the scope of the audit, and discusses state laws and regulations designed to guarantee educational opportunity for children in custody. Chapter II presents information on programs directly supervised by the state education department (SED), including placement statistics; educational program standards; monitoring procedures; the state comptroller's review of SED's oversight methods; eligibility criteria, placement procedures, and funding consideration for two types of special schools; and overall program costs. Chapter III reviews the other nine agencies' programs, including the populations served and their needs, services provided and their administration, and these programs' compliance with SED standards. Chapter IV compares the various agencies' roles and responsibilities, funding mechanisms, and compliance with SED standards. Finally, appendixes provide (1) a list of state officials contacted for this study; (2) tables showing placement data, population characteristics, and program expenditures; and (3) agencies' comments on this report. (MCG)

ED 248 644 EC 170 422

Standards Manual for Facilities Serving People with Disabilities.
Commission on Accreditation of Rehabilitation Facilities, Tucson, AZ.
PUB DATE- 84
NOTE- 102p.
AVAILABLE FROM- Commission Accreditation of Rehabilitation Facilities, 2500 N. Pantano Rd., Tuscon, AZ 85715 ($25.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Accreditation (Institutions); Administrative Organization; *Disabilities; Evaluation Methods; Program Administration; Rehabilitation; *Standards

The standards manual is intended for use in facility self-evaluation, planning of new facilities and organization of new programs, and in-service training. Standards are organized into three basic sections: standards for the organization (such as purpose, personnel administration and staff development, planning, and physical facilities and safety); standards for all programs (intake and orientation, assessment and evaluation, and case records); and standards for individual programs or services (hospital-based rehabilitation, chronic pain management programs, outpatient medical rehabilitation, infant and early childhood developmental programs, occupational skill training, job placement, and psychosocial programs). (CL)

ED 248 706 FL 014 562

McFerren, Margaret
Chad: Country Status Report.
Center for Applied Linguistics, Washington, DC. Language/Area Reference Center.
PUB DATE- Jun 84
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; *African Languages; *Arabic; Armed Forces; Bilingualism; Dialects; Elementary Secondary Education; Foreign Countries; *French; Higher Education; Industry; Language Maintenance; Language of Instruction; *Language Planning; Language Role; *Language Standardization; *Language Usage; Mass Media; Monolingualism; Multilingualism; Official Languages; Public Policy
IDENTIFIERS- *Chad; Sara; Toubou

A survey of the status of language usage in Chad begins with an overview of the usage patterns of four languages. They include: French, designated the official language as a practical necessity; Chadian Arabic and Sara, important popularly spoken languages in their respective regions; and Toubou, a less prevalent language but one that is spoken by the present chief of state and his main opponent. A matrix follows that rates these four languages on: (1) their usage rating using State Department classifications; (2) increase and decrease trends by the year 2000; (3) chief of state use in addressing the populace; (4) use in armed forces, government, court, and diplomatic communications, written and oral; (5) use as a language of instruction or required language in higher education, on the secondary and elementary levels, and in adult education; (6) use in the popular press, radio and television broadcasting, and film; (7) business and professional use, written and oral; (8) use in intellectual circles; (9) the alphabet situation; (10) the status of indigenous literature; (11) use in public signs and notices; and (12) the availability of instructional materials and dictionaries in the native languages for use in English as a second language. Explanatory notes give the number and population percentages using the languages, the type of alphabet used, and specific instructional material titles. A selected bibliography is also included. (MSE)

Erickson, William D.
Sexual Behavior Disorders in Adolescents.
PUB DATE- 83
NOTE- 8p.; Paper presented at the Minnesota Conference on Programming for the Developmental Needs of Adolescents with Behavioral Disorders (Minneapolis, MN, Fall, 1982). Contained in EC 170 401.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; *Delinquency; Females; *Intervention; Males; Personality Traits; Psychological Characteristics; *Sexuality

The paper reviews the literature on sexual delinquency in male and female adolescents and considers guidelines for effective intervention in nonspecialized treatment programs. A section on sexual delinquency in females touches on prostitution and incest, while a section on males notes the changing composition of the sexually delinquent population. A study of 40 male teenagers referred because of sexual misdeeds examined histories and data from intelligence and psychological testing. A strong association was found between sexual assaults on adults or older teenage girls and other serious antisocial behavior. Important programming components cited include sex education and instruction in interpersonal responsibility and respect for others. (CL)

ED 248 659 EC 170 438

Mink, Iris Tan; And Others
Salient Variables in Research with Mentally Retarded Children.

PUB DATE- Mar 83
NOTE- 37p.; Paper presented at the Annual Gatlinburg Conference on Research in Mental Retardation and Developmental Disabilities (16th, Gatlinburg, TN, March 16-18, 1983). For related information, see EC 170 439.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Family Characteristics; Family Environment; *Family Relationship; *Moderate Mental Retardation

Nineteen variables measuring environmental process, environmental press, and child rearing practices and attitudes were used to perform a cluster analysis of families with trainable mentally retarded (TMR) children. Five different family types were identified: (1) cohesive, harmonious; (2) control-oriented, somewhat unharmonious; (3) low-disclosure, unharmonious; (4) child-oriented, expressive; and (5) disadvantaged with low morale. Three of these types resembled family types obtained in a cluster analysis of families of the educable mentally retarded or educationally handicapped. A canonical analysis of the 19 variables revealed that the most important dimension differentiating the clusters was one labeled "provision of an enriched environment for child development." Followup case studies of families of two types: cohesive, harmonious; and disadvantaged, low morale, are provided. Two tables showing the 19 variables and the family topologies, and 9 cluster analysis figures, conclude the report. (CL)

ED 248 417 CG 017 689

Cuerdon, Timothy; And Others

A Comparison of Several Outcome Measures Used to Evaluate a Psychiatric Clerkship.

PUB DATE- Apr 84
NOTE- 28p.; Paper presented at the Annual Convention of the Rocky Mountain Psychological Association (Las Vegas, NV, April 25-28, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Clinical Experience; *Evaluation Methods; Higher Education; Interpersonal Competence; *Interviews; *Medical Students; Outcomes of Education; Physician Patient Relationship; *Psychiatry; Skill Development
IDENTIFIERS- *Performance Based Evaluation

The teaching of interviewing skills is increasingly incorporated into clinical medicine courses in American medical schools, yet the attempts to evaluate the effectiveness of these efforts have been woefully inadequate. Typical outcome measures have included paper and pencil tests of knowledge, preceptor evaluations of clinical performance, and pre- and post-course attitude ratings. A performance-based method for evaluation of interviewing skills, using videotaped interviews of medical students with simulated patients, was compared with these more traditional measures in a third-year psychiatric clerkship. Each videotaped interview (pre- and post-course) was rated independently by one of five raters using a modified version of the Arizona Clinical Interview Rating Scale (ACIRS) and an instrument providing a content score based on a case-specific checklist of symptoms. The analysis of the data showed a significant improvement in student attitudes towards the psychological and social aspects of medicine as a result of the clerkship, and a significant rise in interviewing performance in the simulated interviews. However, there was little correlation between the changes in these two measures, and none between each and the preceptor evaluations normally used in this course. The results suggest that indirect outcome measures are a poor substitute for behaviorally-based evaluation methods, and do not predict to future clinical performance. (Author/JAC)

ED 248 432 CG 017 706

Secondary School Counseling Job Description. Georgia Comprehensive Guidance.

Georgia State Dept. of Education, Atlanta. Office of Planning and Development.

PUB DATE- 84

NOTE- 14p.; For a related document describing the guidance program model, see ED 222 784.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- *Counselor Role; *Job Skills; Models; *Occupational Information; Professional Services; *School Counseling; School Guidance; Secondary Education; Time Management

IDENTIFIERS- *Georgia Comprehensive Guidance Model

This booklet provides guidelines for writing job descriptions for secondary school counselors in Georgia, based on the "Program Planning Guide: Georgia Comprehensive Guidance" model. The counselor's role, as described in the document, focuses on four components: the guidance curriculum, individual planning, responsive services, and system support. Each area is briefly defined with the counselor's role/responsibility in each area specifically stated. Responsibilities under each component are listed in the order of importance. A chart which gives suggested percentages of time allocations for various guidance activities is provided. Questions representing issues that have been the subject of disagreement are included. Both positive and negative responses are given as well as recommendations to help school systems resolve these issues. A job description evaluation form concludes the document. (BL)

ED 248 447 CG 017 721

Tees, Sandra
Report on Adolescent Pregnancy in Fort Worth, Texas.
Fort Worth Independent School District, Tex. Dept. of Research and Evaluation.
PUB DATE- Aug 83
NOTE- 25p.; Tables may be marginally legible.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; Community Programs; *Early Parenthood; *Economic Factors; Educational Needs; Incidence; *Individual Needs; Motivation; *Pregnancy; Pregnant Students; Psychological Characteristics; Secondary Education

IDENTIFIERS- *Texas (Fort Worth)

Teenage pregnancy is an overwhelming problem in Fort Worth, Texas. To examine the problem of teenage pregnancy, figures on total live births by age, race, repeat pregnancy, and at-risk infants were gathered from 1981 and 1982 Department of Public Health data. In addition, consequences of teenage pregnancy and motivation factors were examined. An analysis of the results showed that approximately 13 percent of teenage girls, aged 16 to 19 years, became pregnant in 1982, with 50 percent of the pregnancies ending in abortion. The majority of these teenagers were unmarried. Of live births to teens, 38% were born to black teens, while only 22% of all live births to women 20 years or older were born to black women. Approximately 27 percent of the teens had given birth to at least one child, and 10 percent of the babies born were considered at-risk (premature) infants. Economic consequences of teenage pregnancy for Fort Worth included increased medical, educational, and social service costs. Factors influencing teenage pregnancy included early onset of menarche, dating patterns, unavailability of abortion, and lack of information on birth control. Recommendations based on study findings include provisions for city wide coordination of services, an ongoing citizens committee, a media campaign to heighten awareness, an education program for students kindergarten through twelfth grade, and a reassessment of programs offered to pregnant teens and teen parents. (BL)

Simons, Herbert D.; Murphy, Sandra
Learning to Read and Write: The Influence of Oral and Written Language Differences.
PUB DATE- Nov 83
NOTE- 17p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (73rd, Denver, CO, November 18-23, 1983).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Child Language; Comparative Analysis; Elementary Education; Instructional Improvement; *Language Processing; Language Skills; *Learning Strategies; Literacy; *Oral Language; *Reading Skills; *Writing Skills; *Written Language

To answer important questions for educators concerning language skills, this paper argues that children must acquire new skills in order to process written language, and that the need for developing new skills stems from differences between oral and written language that are more fundamental than differences in mode. The paper first describes how oral and written languages differ in terms of background knowledge, shared knowledge, multiple channels, feedback, and shared time and space, and how the absence or presence of these features is a matter of degree. It then focuses on examples of children confusing the strategies in their language activities, and problems they encounter in each one. Finally, it discusses the implications for instruction that these strategies suggest, including talking on the telephone, dictating narratives about experiences not shared by teacher or class, journal writing, and show and tell. The paper suggests that teachers need to help children acquire a repertoire of written language strategies and, at the same time, help them become aware of the pragmatic differences between various types of oral and written discourse. (CRH)

ED 248 476 CS 007 756

Doltas, Dilek; Sevgen, Cevza

Introspection and Essay Studies Conducted in Turkey. Fairytale: An Interdisciplinary Turco-Danish Study of the Collective v. the Individual Nature of the Response to Literature. Report No. 12. Revised.

Bosphorus Univ., Istanbul (Turkey). Dept. of Language and Literature.; Copenhagen Univ. (Denmark). Dept. of English.

PUB DATE- 3 Dec 82
NOTE- 139p.; Sponsored jointly by Unesco, NATO, and the Danish Research Council for the Humanities. For related documents, see CS 007 745-759.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Essays; *Folk Culture; Foreign Countries; Higher Education; *Literature Appreciation; *Reader Response; Reading Comprehension; Reading Habits; *Reading Interests; *Reading Research; Secondary Education; Student Reaction
IDENTIFIERS- Denmark; *Fairy Tales; *Response to Literature; Turkey

As part of the interdisciplinary Turko-Danish Fairytale Project, both an introspection and an essay study were conducted with Turkish university prep-school students and junior college students to determine their responses to three fairytales: "The Snake, the Fox, and the Man," "The Gold Apple," and "Per Smed's Whip." The 63 readers in the introspection study were given the texts of the three tales, one by one, and were asked to report on what they experienced during the actual reading of each tale. After their commentary, the readers were asked, among other things, whether they liked the story and what the meaning of the story was. After they had read all three tales, the readers were asked whether they had read or heard of the stories before, which of the stories they liked best, which of the stories were most familiar, and which of the stories were most alien. The 61 readers who participated in the essay study were asked to write summaries of each tale and to answer questions that were identical to those in the introspection studies. Most of the readers for the introspection study reported that they had never heard of the stories before, liked "The Gold Apple" best and found it most familiar, and found "Per Smed's Whip" the most alien. Most of the readers for the essay study reported they had never heard or read the stories previously, preferred "The Snake, The Fox, and The Man," found "The Gold Apple" most familiar, and found "Per Smed's Whip" the most alien. (Extensive examples of student comments on the fairy tales are appended.) (HOD)

ED 248 491 CS 007 786

Brewer, William F.; Nakamura, Glenn V.

The Nature and Functions of Schemas. Technical Report No. 325.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Sep 84
NOTE- 91p.
CONTRACT- 400-81-0030
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Artificial Intelligence; *Cognitive Processes; Educational Philosophy; Intellectual History; *Psychology; *Reading Research; *Schemata (Cognition)
IDENTIFIERS- Theory Development

Defining schemas as higher order cognitive structures that serve a crucial role in providing an account of how old knowledge interacts with new in perception, language, thought, and memory, this paper offers an analytic account of the nature and functions of schemas in psychological theory and organizes some of the experimental evidence dealing with the operation of schemas in memory. The paper is organized into six sections, the first of which provides a detailed examination of the schema concept as formulated by F. C. Bartlett in 1932. The second section relates Bartlett's theory to the larger issue of the conflict in psychological theory between ideas from British Empiricism and ideas from Continental philosophy. The third section briefly outlines some of the basic theoretical assumptions of information processing psychology to serve as a background for an analysis of schema theory, and the fourth examines modern schema theory, and contrasts it with Bartlett's theory and with the information processing approach. The fifth section discusses the nature of schemas, specifically mentioning ontological assumptions, modularity, ecological validity, and phenomenal experience, while the final section develops a framework for analyzing the functions of schemas in the memory process, and then examines a number of recent experiments in terms of this framework. A 16-page bibliography is included. (FL)

ED 248 506 CS 208 387

Sternglass, Marilyn
How Commitment to a Task Stimulates Critical Thinking Processes.

PUB DATE- Mar 84
NOTE- 12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (35th, New York, NY, March 29-31, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- Case Studies; *Cognitive Processes; Critical Thinking; *Evaluation Criteria; Models; *Research Methodology; Student Evaluation; *Student Participation; *Writing Evaluation; *Writing Research

Using data from a study that examined the writing of basic skills and regular college freshman students on three separate tasks, this paper discusses the effect that translating a generalized task into one that engages personal commitment by the writer has on the cognitive strategies employed to respond to that task. After a discussion of the cognitive model used to analyze the student papers--which was developed by A. Wilkerson and his associates and which reflects movement from concrete to abstract reasoning processes--the paper reviews several changes that occurred in their papers as students responded to the different writing tasks and transformed them from generalized tasks into meaningful ones. The major portion of the paper examines the responses of one student in order to illustrate each of the changes that occurred. The paper concludes that multiple texts must be considered in order to evaluate accurately a student's writing ability and performance, and that a writer must be strongly urged to create a meaningful task from a generalized one if he or she is going to exercise increasingly complex cognitive strategies. (FL)

ED 248 521 CS 208 553

Moore, Dennis
What Should Computers Do in the Writing Center?
PUB DATE- 22 Oct 83
NOTE- 13p.; Paper presented at the Midwest Writing Centers Conference (Iowa City, IA, October 21-22, 1983).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Basic Skills; *Computer Assisted Instruction; *Computer Software; Educational Technology; Higher Education; Learning Laboratories; *Microcomputers; Student Needs; Teacher Role; *Word Processing; *Writing Instruction
IDENTIFIERS- *Basic Writing; Software Evaluation; *Writing Laboratories

The computer applications that hold most promise for writers form a large class of utility programs, including word processing and text editing. However, the computer can pose some problems for the student in the writing center. What proportion of writing center students arrive ready to work at the keyboard? Will learning to type present special problems to students already alienated from writing? What learning will students transfer from computer assisted writing to the old fashioned kind done with pencil? The computer can tell how long the sentences are and can calculate a readability rating according to a mathematical formula, but it cannot take into account factors far more relevant to communication. It is by no means clear how stylistic programs would aid progress toward the primary goals for writing center students--fluency and development of ideas, sense of audience and voice, or shaping and copyreading, to name a few. Human dialogue programs are even more difficult to assess since they differ greatly, not only in quality but also in subject, and range from teaching logic to leading a student through heuristic procedures for invention. The computer may not be the great panacea for the problems students bring to the writing center. Teachers should take a critical attitude toward educational computing--continuing to learn about it while asking questions. Pedagogy should take precedence over technology. (HOD)

ED 248 566 CS 504 697

Metallinos, Nikos

Approaches to Human Communication Training: The Sociological Focus.

PUB DATE- May 84

NOTE- 14p.; Paper presented at the Delphi Symposium on Developing Human Resources in Communication through University Training (Delphi, Greece, May 6-11, 1984).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Educational Needs; *Futures (of Society); Global Approach; *Information Dissemination; *Mass Media; Social Values; Speech Communication; Technological Advancement; *Technological Literacy; *Telecommunications

Since contemporary media have an undisputed effect on the shaping of the social values of society, careful training of communication media specialists is needed, as well as unified international policies for such training. In a rapidly advancing technological society, the media communicator's task is twofold: first, to firmly grasp and conquer telecommunications technology, and, second, to redirect the role of the media from that of carriers of information to that of actual art forms themselves, capable of creating unique events, idiosyncratic only to the particular medium. The training of media communicators dictates that trainers estimate accurately and underline with precision the extent to which the main communication media have managed to replace old forms of information dissemination with new global ones. Media communicators must also be better prepared for the challenges of future international relations, recognizing the significant role the mass media can play in breaking cross-cultural barriers. Background in the theories of television composition, understanding of semiotics as they relate to the communication media, media symbolism as expressed by the sights and sounds of pictures, and satellite communication are but a few areas of immediate concern to future communicators. (HOD)

ED 248 580 EA 017 043

Carrere, Thomas A.
Legal Aspects of Home Instruction.
PUB DATE- 14 Nov 83
NOTE- 22p.; Paper presented at the Annual Conference of the Southern Regional Council on Educational Administration (Knoxville, TN, November 13-15, 1983).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attendance; *Civil Liberties; *Compulsory Education; *Court Litigation; Elementary Secondary Education; *Home Schooling; *Parent Rights; Private Education; Public Education; Religion; *School Attendance Legislation; School Law; State Legislation

The nationwide phenomenon of home instruction is meeting resistance from state compulsory school attendance laws, resulting in many court cases in recent years. Parents who choose to teach their children at home may do so on moral or religious grounds, or because they consider public schools too conservative or traditional. State compulsory attendance laws have been based on the desire to "Americanize" immigrants, the consideration for the welfare of the child and the community, and the safety of the state. Therefore, this duty of education for the public good has been the prosecuting argument in questions of schooling. The right of parental authority has been one defense against such regulation, resulting in a restriction on state public education mandates, thus allowing private schools. Recent home instruction cases, however, have shown that state laws allowing private school attendance are often not specific, sometimes making prosecution difficult since the right to home instruction may or may not be implied. The right to free exercise of religion can be a successful defense, but stringent requirements must be met in order for the parent's religious interest to balance the state's interest in compulsory education. It is suggested that consideration of the rights of children must come first in these cases. (DCS)

ED 248 612 EA 017 155

Bliss, James O.

School District Profiles: An Aid to Decision Making.

PUB DATE- 3 Oct 83
NOTE- 32p.; Transcription of speech given at the Annual Meeting of the Association of School Business Officials (Phoenix, AZ, October 2-6, 1983).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Comparative Analysis; Databases; Educational Finance; Educational Trends; Enrollment Projections; Expenditure per Student; Information Dissemination; *School Business Officials; *School Districts; School District Spending; *School Statistics; *State Departments of Education; *State School District Relationship; Statistical Analysis
IDENTIFIERS- *Missouri School Profile System

The Missouri School Profile System is composed of six profiles drawn from pre-existing databases, with the data organized in a manner useful to school districts for comparison purposes and

returned to school districts for their use. Use of such a system should reduce or eliminate the need for special school district studies of finance or pupil counts. Those interested in adapting the system for use in other states are advised: (1) rearrange existing data already being collected by the state education agency; (2) state averages and various comparisons should not contain individual school district data; (3) the system should cover at least a 3-year time span for trend analysis purposes; and (4) limit the system to the smallest possible number of data items. The purposes and data elements of Missouri's six profiles are explained in the document. The first and second profiles concern a comparison over time of the districts' receipts and expenditures; the third, relative transportation costs; the fourth, what students are doing after leaving school; the fifth, actual enrollment; and the sixth, staff salary, prior years' salary, and instructors' experience. (MLF)

ED 248 693 FL 014 516

Gardner, R. C.; And Others

The Nature and Replicability of Factors in Second Language Acquisition. Research Bulletin No. 605.

University of Western Ontario, London. Dept. of Psychology.
PUB DATE- May 84
NOTE- 81p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Academic Aptitude; Bilingualism; Course Evaluation; French; *Language Research; *Language Skills; Multilingualism; Research Methodology; Research Problems; Secondary Education; *Second Language Learning; Self Concept; Semantic Differential; *Student Attitudes; Student Motivation; Teacher Evaluation
IDENTIFIERS- *Replication

An investigation of the stability and replicability of aptitude, attitude, and achievement factors in second language acquisition used 31 groups of over 100 second language students each from five grade levels (7-11) and seven Canadian geographic areas of varying degrees of bilinguality. The groups were administered a series of related measures that were factor analyzed within groups. Although the number and type of variables used in the groups varied slightly, these primary factors emerged: integrative motive, French achievement, self-perception of French competence, language aptitude, evaluation of the learning situation, evaluation of the French teacher, evaluation of the French course, multilingualism, and semantic differential. Another set of analyses involved the factor analysis of the original factor matrices for a more rigorous test of comparability across samples. This demonstrated that the factors of evaluation of the learning situation, self-perception of French competence, French achievement, and integrative motive were consistent across all grade levels within monolingual regions and across lower grade levels within bilingual regions. Similar consistency was demonstrated only for the factors of evaluation of the learning situation and integrative motive within bilingual regions for the upper level students. Interpretations for these results are offered. (Author/MSE)

ED 248 721 FL 014 577

Franz, Thomas R.
Teaching Spanish in a Typographic/Electronic Culture.
PUB DATE- 84
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Classroom Techniques; *Computer Assisted Instruction; Educational Strategies; Educational Technology; *Memorization; *Oral Language; *Second Language Instruction; Second Language Learning; Spanish; *Textbooks; *Written Language

Teaching Spanish while either restricting classroom use of the textbook or ignoring application of the computer is a losing proposition. Withdrawn from the typographic-video world that engages them daily, students are deprived of their most comfortable means of knowledge acquisition. Typography and visual images can be an immeasurable aid in language teaching provided they are subordinated to the student tasks of both understanding and producing oral standard utterances. The best way to instill correct models of such utterances seems to involve memorization of written texts whose structures will be expanded through written and oral drills. The materials memorized should be both tolerable and relevant to the students' peer groups, but without obsolescent or biased content. Once guided conversation begins, the somatic component should be encouraged, with students being prodded to use gesture and facial expression and permitted some movement in the classroom. Using print and computer-assisted instruction as a bridge to oral performance is not a short-cut, but a path to better achievement for more students, representing the best chance for success within the print biases and time constraints in the current academic world. (MSE)

ED 248 551 CS 504 678

Alexander, Clara Franklin
Helping School Paraprofessionals Develop Additional Communication Styles.

PUB DATE- Mar 84
NOTE- 24p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (35th, New York, NY, March 29-31, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Black Dialects; Black Education; Black Teachers; Communication Skills; Curriculum Design; Educational Objectives; English Instruction; Language Styles; *Learning Activities; *Paraprofessional School Personnel; *Speech Skills; *Standard Spoken Usage; Student Teachers; *Writing Skills

In addition to providing a short history of the idea behind and duties of black paraprofessionals in the English classroom, this paper explains how a seven-week skills course was developed to help paraprofessionals develop the necessary Standard English writing and speaking skills, and details many of the excercises used in the course. The paper includes two complete sample reading assignments, a sample assignment to be completed by the paraprofessional, and a 16-item list of suggested writing activities that deal with educational and life situations the paraprofessional may face. The paper concludes that the major obstacle to be overcome in educating paraprofessionals is that of time spent learning and using the new dialect form when the community of the paraprofessional does not encourage it, and when the course and its opportunity for assistance in both speaking and writing lasts a limited time. It calls for concerned educators, linguists, and humanists to research ways of helping black dialect users become bidialectal. (The appendixes contain a speech evaluation sheet, a list of selected behavioral objectives in writing, and a writing assignment evaluation sheet.) (CRH)

ED 248 645 EC 170 423

Finnegan, Karen; Decker, Jim
Instant Pictures Help Mentally Handicapped Develop Independent Living Skills.
Eastman Kodak Co., Rochester, N.Y.
PUB DATE- 80
NOTE- 4p.; Photographs may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Serials (022)
DESCRIPTORS- Adults; Body Weight; *Communication Skills; *Mental Retardation; *Nutrition; *Photographs; *Physical Fitness; Young Adults

A "Nutrition and Fitness through Visual Learning Program" is designed to help mentally retarded persons select nutritious foods; prepare a nutritious lunch semi-independently; participate in a daily physical fitness program; and develop auditory comprehension, verbal expression, and communication skills. The project uses an instant camera to visually demonstrate the goals and provide immediate reinforcement. Pictures are used to enhance comprehension, expand expression, and develop communication skills. The pictures help motivate students to practice speech and manual communication. The fitness centers on cardiovascular endurance and weight reduction. (CL)

ED 248 660 EC 170 439

Mink, Iris Tan; And Others

Comparison of Family Life Styles in Homes with Slow-learning and Severely Retarded Children.

PUB DATE- Apr 83

NOTE- 23p.; Paper presented at the Convention of the Western Psychological Association (San Francisco, CA, April 28, 1983). For related information, see EC 170 438.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- *Cluster Analysis; *Family Characteristics; *Family Relationship; *Mild Mental Retardation; *Moderate Mental Retardation

Cluster analytic studies of the home environment of 115 trainable mentally retarded (TMR) and 218 educable. mentally retarded (EMR) and educationally handicapped (EH) children revealed two taxonomies. In homes with TMR children, there were five family clusters or life styles, while homes with EMR-EH children had seven family clusters. Criterion analysis revealed significant differences between types on family and child characteristics. Three of the clusters in each taxonomy were highly similar. Both the cohesive, harmonious family (TMR) and the child-oriented, concordant family (EMR-EH) were considered growth promoting for the developing child. Similarities were also noted for the TMR and EMR-EH low disclosure, unharmonious families and for the two disadvantaged groups. (CL)

ED 248 677 EC 170 456

Baldwin, Alexinia Young; Dawes, Elaine
An Annotated Bibliography on Identification of the Gifted Student.
PUB DATE- 83

NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Elementary Secondary Education; Evaluation Methods; *Gifted; *Student Evaluation; Talent; *Talent Identification; Testing

The annotated bibliography lists approximately 100 resources (1962-82) on identification of gifted students. The research studies and conceptual papers were chosen because they represent a cross section of procedures and uses of identification instruments. Entries are arranged alphabetically by author's last name and include information on title, source (including publication data and pagination) and a brief annotation. Those documents available from the ERIC (Educational Resources Information Center) Document Reproduction Service are indicated. (CL)

ED 248 336 CE 039 586

Lauria, Ellen Boulle; And Others
A Longitudinal Comparison of Traditional and Nontraditional Career Choices by Sex. Research Report #3-83.
Maryland Univ., College Park. Counseling Center.
PUB DATE- 83
NOTE- 8p.; For a related document, see CE 039 582.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Persistence; *Career Choice; Career Education; *College Freshmen; Comparative Analysis; Educational Research; Engineering; *Females; Goal Orientation; Grade Point Average; Higher Education; Males; *Nontraditional Occupations; *Sex Differences; Technical Education
IDENTIFIERS- Scholastic Aptitude Test

Three hundred ninety female freshmen who had career interests that were traditional, nontraditional, or neutral for women were compared on encouragement to pursue career goals, Scholastic Aptitude Test (SAT) scores, college grade-point average (GPA), persistence in original major, and persistence at the university after four semesters. In addition, 309 males who entered the university as freshmen at the same time were included in the study. Results showed that women with nontraditional goals received less encouragement in high school to pursue these goals but had higher SAT scores than other women. No significant differences were found in GPAs, persistence in original major, or persistence at the university among the women in the study. Compared to men with career interests traditional for men, nontraditional women received more encouragement to pursue their career interests, had lower Math SAT scores and higher college GPAs but were no different on Verbal SATs or persistence in their major or at the university. Men and women with interests in engineering were also compared. The only difference was that the females reported more encouragement to pursue their goals. Results suggested these recommendations: the expending of more resources to identify and encourage nontraditional women and more specific counseling programs for nontraditional women. (YLB)

ED 248 350 CE 039 629

Dobson, John R. A.
The Study of People, Programs, Places and Processes: Canadian Adult Education Literature, 1977-1984.
Canadian Association for Studies in Adult Education, Guelph (Ontario).
SPONS. AGENCY- Saint Francis Xavier Univ., Antigonish (Nova Scotia).
PUB DATE- 84
NOTE- 76p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Reports - Research/Technical (143)
DESCRIPTORS- *Adult Education; Adult Learning; Adult Students; *Canadian Literature; Community Development; Conference Proceedings; Content Analysis; Continuing Education; Counseling; Distance Education; Educational Environment; *Educational Research; Extension Education; Higher Education; Literacy Education; Literature Reviews; National Surveys; Periodicals; Postsecondary Education; *Publications; *Research Reports; Scholarly Journals; Trend Analysis; Vocational Education
IDENTIFIERS- *Canada

A study was conducted to identify the major areas of investigation in recent Canadian adult education literature. During the study, questionnaires were distributed to 216 adult educators located at 32 postsecondary educational institutions throughout Canada. Materials including 556 articles, books, reports, and proceedings papers were identified. The adult learner was the focus of most of the papers, as evidenced by their titles; other approaches that received frequent attention in the literature examined were teaching methods and conditions for learning. Examination of the relative percentages of publications on various topics revealed that 32 percent of books and proceedings published dealt with adult education in general, 23 percent were concerned with continuing and extension education, 14 percent dealt with education, and 6 percent dealt with counseling and psychology. Other topics included higher education, vocational education, community development, distance education, and literacy and adult basic education. (Appended to this study are a brief thesaurus of adult education synonyms, a list of Canadian adult education authors, and a list of postsecondary sponsors of adult education. The bulk of this report comprises a bibliography of periodical articles, proceedings papers, reports, and books identified in the study.) (MN)

ED 248 363 CE 039 663

Pace, R. Wayne; And Others

Taking the Leadership: An Analysis of Human Resource Training and Development Academic Programs.

PUB DATE- 25 May 84

NOTE- 53p.; Presented at the National Conference and Exposition of the American Society for Training and Development (Dallas, TX, May 25, 1984).

AVAILABLE FROM- HRD Research Center, Brigham Young University, Box 42, Brimhall Bldg., Provo, UT 84602 ($5.00).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- *Administrator Education; Administrator Role; *College Programs; Curriculum; Educational Practices; *Educational Trends; Enrollment Trends; Geographic Distribution; Higher Education; Human Resources; Job Skills; *Labor Force Development; Management Development; National Surveys; *Program Content; Questionnaires; Trainers

IDENTIFIERS- *Human Resource Specialists; United States

A study compared the similarities and differences among human resource training and development (HRT&D) programs in U.S. colleges and universities. To gather data for the study, researchers constructed a questionnaire that focused on 15 roles and 31 competencies identified as necessary to the job performance of an HRT&D specialist. The sample population for the survey, after several follow-up mailings, eventually comprised 116 individuals, 77.3 percent of those originally contacted. Based on the completed surveys, it appeared that HRT&D programs are located predominately in the northeast part of the country, most of them being either master's or doctoral programs and sponsored by schools of education. The two HRT&D specialist roles most commonly emphasized in the training programs examined were those of program designer and program needs analyst and evaluator. The role or roles emphasized appeared to be directly related to the type of academic department offering the training program. Organizational behavior was the most widely taught competency (taught in 92 percent of the programs), with presentation skills being the second most widely taught competency (taught in 90 percent of the programs). (Appended to this report are a copy of the survey instrument, definitions of the HRT&D roles and competencies examined, and a list of colleges and universities with HRT&D programs.) (MN)

ED 248 377 CE 039 703

Hammock, Perry T.
Vocational Guidance and Counseling Services. Final Report.
Indiana Vocational Technical Coll., Indianapolis.
SPONS. AGENCY- Indiana State Board of Vocational and Technical Education, Indianapolis.
PUB DATE- 22 Oct 83
NOTE- 153p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Articulation (Education); *Career Planning; Data Analysis; *Data Collection; Decision Making; Educational Planning; Educational Research; Evaluation Methods; *Needs Assessment; Questionnaires; Research Design; Research Methodology; Research Problems; Research Tools; Research Utilization; *School Surveys; Secondary Education; Statistical Analysis; Surveys; Test Validity; Two Year Colleges
IDENTIFIERS- Indiana (Central)

This project was conducted to refine and expand previous research indicating the need for an instrument counselors can use in working with area secondary schools and potential students to assess their progress in making career and training decisions. Instruments developed during this research process were pilot tested at two area schools and initial results prepared. This continuation project stressed enhancement of initial results and assessment of the validity of research instruments. Participating in the project were over 3,500 students from 8 high schools representative of the region (1 urban, 3 suburban, 2 rural, 1 private, and 1 vocational school). Some of the procedures conducted during the project were the following: (1) research instruments were evaluated and altered to address areas of concern for articulation research; (2) the career planning survey was revised to facilitate administration and student completion; (3) 40 area schools were assisted during the funded period; (4) one high school was enabled to begin conducting longitudinal research on its students; (5) a specific research instrument was developed to be used at the Indiana School for the Deaf; (6) a needs assessment instrument to be used with parents was developed; and (7) a computer-based analysis system was developed. As a result of the project, the research instruments have been refined to the point that they may be used repeatedly with little change. They are expected to yield reliable information in the future. (Survey instruments and results constitute the bulk of this document.) (KC)

ED 248 597 EA 017 095

Reed, Rodney J.
The Institute for School Administrators: A Program for Professional and Personal Growth. Conceptualization and Assessment.
PUB DATE- Dec 83
NOTE- 125p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Andragogy; Elementary Secondary Education; Guidelines; *Institutes (Training Programs); *Leadership Training; Models; Professional Development; *Program Design; Program Development; *Program Effectiveness; Program Evaluation; *School Administration
IDENTIFIERS- Knowles (Malcolm S); Maslows Hierarchy of Needs; University of California Berkeley

The annual Institute for School Administrators, founded on Maslow's hierarchy of needs and Knowles' theory of adult learning, was initiated in 1979 at the University of California, Berkeley. After identifying participants' needs, a panel of school administrators and university professors develop the annual program. The Institute's general goals are to provide (1) an opportunity for participants to acquire knowledge, understanding, and competence that will directly contribute to their leadership and administrative abilities; (2) an opportunity for participants to develop ideas and discuss experiences with their peers and colleagues; (3) a learning environment wherein participants may develop a sense of community; and (4) a personally enriching experience for participants that facilitates mutual respect. Included in this report are evaluation data for each Institute, summarized for 1979-83. These data indicate that the Institute is a valuable professional and personal educational experience for school administrators. Such activities, it is suggested, are an important function of university professional schools and departments of education. (Author/MCG)

ED 248 628 EC 170 406

Stetson, Frank H.; Rhead, John C.

A Conceptual Framework for Providing Services to Seriously Emotionally Disturbed Children and Adolescents.

PUB DATE- 83
NOTE- 11p.; Paper presented at the Minnesota Conference on Programming for the Developmental Needs of Adolescents with Behavioral Disorders (Minneapolis, MN, Fall, 1982). Contained in EC 170 401.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Philosophy; Elementary Secondary Education; *Emotional Disturbances; *Intervention; *Program Descriptions; Special Education; Student Responsibility
IDENTIFIERS- *Regional Institute for Children and Adolescents

Through the implementation of a combination of five critical concepts, the Regional Institute for Children and Adolescents (RICA) Cheltenham program in Maryland attempts to provide a milieu whereby all activities are designed to have therapeutic impact on the students. Essentially, each adult, as a team member, becomes a provider of therapeutic services in concert with others. The "system" at RICA-Cheltenham emphasizes the development of a network or community effect whereby certain important messages are emphasized through specific means of communication including a common language. The sense of community is emphasized through the development of family alliances and stability, the focus on self-esteem and the resulting respect for self and others, and the enhancement of growth, development, independence, and responsibility. These latter emphases represent the treatment objectives at RICA-Cheltenham. (Author)

ED 248 707 FL 014 563

McFerren, Margaret
Iran: Country Status Report.
Center for Applied Linguistics, Washington, DC. Language/Area Reference Center.
PUB DATE- Jun 84
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Arabic; Armed Forces; Azerbaijani; Bilingualism; Elementary Secondary Education; *Foreign Countries; Higher Education; Industry; Kurdish; Language Maintenance; Language of Instruction; Language Role; *Language Standardization; *Language Usage; Mass Media; Monolingualism; Multilingualism; Official Languages; *Persian; *Public Policy
IDENTIFIERS- Gilaki; *Iran; Luri Bakhtiari; Mazandarani

A survey of the status of language usage in Iran begins with an overview of the usage pattern of Persian, the official language spoken by just over half the population, and the competing languages of six ethnic and linguistic minorities: Azerbaijani, Kurdish, Arabic, Gilaki, Luri-Bakhtiari, and Mazandarani. The development of language policy through recent diverse governments is also chronicled. A matrix follows that rates these seven languages on: (1) their usage rating using State Department classifications; (2) increase and decrease trends by the year 2000; (3) chief of state use in addressing the populace; (4) use in armed forces, government, court, and diplomatic communications, written and oral; (5) use as a language of instruction or required language in higher education, on the secondary and elementary levels, and in adult education; (6) use in the popular press, radio and television broadcasting, and film; (7) business and professional use, written and oral; (8) use in intellectual circles; (9) the alphabet situation; (10) the status of indigenous literature; (11) use in public signs and notices; and (12) the availability of instructional materials and dictionaries in the native languages for use in English as a second language. Explanatory notes give the number and population percentages using the languages, the type of alphabet used, and specific instructional material titles. A selected bibliography is also included. (MSE)

ED 248 323   CE 039 488

Greenan, James P.
The Development of Strategies and Procedures for Assessing the Generalizable Skills of Students in Secondary Vocational Programs: Generalizable Mathematics Skills. Final Project Report.
Illinois Univ., Urbana. Dept. of Vocational and Technical Education.
SPONS. AGENCY- Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE- Jun 84
NOTE- 173p.; For related documents, see ED 233 223 and ED 235 309.
CONTRACT- R-31-24-D-0222-470
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Basic Skills; Generalization; Mathematics Achievement; *Mathematics Skills; *Quantitative Tests; Secondary Education; *Self Evaluation (Individuals); State Programs; *Test Construction; Test Reliability; Test Validity; *Vocational Education
IDENTIFIERS- Illinois

A project provided teachers and other school personnel with a set of practical instruments for assessing students' generalizable mathematics skills in the secondary vocational training programs in Illinois. The major accomplishments of the project were advisory committee identification and selection; population and sample identification and selection; coordination of project activities with the "Change Skills" project activities; development of the set of student self-ratings, teacher ratings, and performance test mathematics assessment instruments; field testing of instruments; development of strategies for using the instruments; and production of a user manual, resource directory, and final report. The instruments were found to possess content and face validity relative to the mathematics skills required in vocational programs and occupations and were highly reliable in terms of internal consistency reliability and test-retest reliability. Following the 25-page narrative, these appendixes are provided: project correspondence, a chart of generalizable mathematics skills, and the instruments (student self-ratings, teacher ratings, and performance test). (Author/YLB)

ED 248 390 CE 039 722

Sewall, Timothy J.
Academic Skills of the Returning Adult Student. Report of a Pilot Study.
Wisconsin Univ., Green Bay. Assessment Center.
PUB DATE- Oct 84
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Academic Aptitude; Adult Education; *Adult Students; *Basic Skills; College Students; Comparative Analysis; Demography; Educational Attitudes; Educational Needs; Language Skills; Mathematics Skills; *Nontraditional Students; Pilot Projects; Postsecondary Education; Reading Skills; *Reentry Students; Remedial Instruction; School Surveys; Student Characteristics; *Study Skills

A study examined the academic skills, study habits, and attitudes of returning adult students and compared them to those of younger, traditional-aged students at the University of Wisconsin-Superior. To gather data for the study, researchers asked 432 students aged 25 and older and 500 traditional-aged students to complete the following four commercially published, standardized tests: the Nelson-Denny Reading Test, Form F; the Metropolitan Mathematics Test, Advanced Level II; the STEP English Expression Test, Form 1A; and the Survey of Study Habits and Attitudes. Of those asked to participate in the study, only 45 of the 432 originally contacted older students completed the battery of tests and only 18 of the 500 younger students did so. Based on the results of these tests, it appeared that although the measured English skills of the older students were comparable to those of the younger students, their math skills seemed to be less adequately developed than those of the younger students. The adult students scored significantly higher on vocabulary and reading-rate subtests; however, they achieved approximately the same comprehension levels as did the younger students. Both groups appeared to have similar attitudes toward educational practices and requirements. (MN)

ED 248 404 CE 039 739

Dianna, Michael A.
Career Education for Elementary Grades.
PUB DATE- 84
NOTE- 33p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Career Awareness; Career Development; *Career Education; Educational Objectives; *Elementary Education; *Fused Curriculum; Guidance; Integrated Activities; Integrated Curriculum; Job Skills; Language Arts; Learning Activities; Mathematics; Physical Education; Reading; Sciences; Social Studies

Information and activities are provided to help elementary school teachers develop a career education "environment" for children. Ten basic premises of career education are outlined, and the key ideas and terms that emerge from the premises are defined. The eight goals of career education are set forth to provide the teacher with a base from which to develop a personal plan to infuse career education into the existing curriculum. Suggestions are then made for integrating existing curricula with career education ideas. A sample of subject-related activities is included for these subjects: social studies, guidance, language arts/reading, science, physical education, and mathematics. Job-related activities follow for these occupations: FBI agent, printer, musician, construction worker, costume designer, telephone installer, firefighter, librarian, police officer, and classroom jobs. Essential resources and the procedure are detailed for each activity. Adaptations are suggested for individual classrooms. A listing of some additional career education resources is appended. (YLB)

ED 248 433 CG 017 707

Batsche, George; McCoy, George
School Psychology. Pupil Personnel Services Recommended Practices and Procedures Manual.
Illinois State Board of Education, Springfield.
PUB DATE- Sep 83
NOTE- 97p.; For other volumes in the Pupil Personnel Services Manual, see ED 239 197, ED 240 413, and CG 017 708.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Counselor Role; *Data Collection; Elementary Secondary Education; Guidelines; *Professional Development; *Pupil Personnel Services; *School Psychologists
IDENTIFIERS- *Illinois

This document, one of five volumes that compose the Pupil Personnel Services Recommended Practices and Procedures Manual, is designed for school counselors and psychologists and provides recommended practices and procedures to assist pupil personnel workers in better serving students in Illinois schools. Chapter 1 presents the philosophy of pupil personnel services, major concepts, and instructions on how to use the manual. Chapter 2 focuses on the organization of services, role function and definitions, and delivery systems. Chapter 3 discusses the delivery of services, including data collection methods for cognitive and affective processes and behaviors, nondiscriminatory assessment, decision making, and implementation of findings. The fourth and final chapter focuses on school psychology and the future. Topics which are covered include service evaluation, legal and ethical issues, professional development, and future trends. Numerous appendices and figures support and illustrate the text. (BL)

ED 248 492 CS 007 787

Bradtmueller, Weldon G.; Egan, James B.
To Question or Not to Question: That Seems to Be the Question.
PUB DATE- Oct 83
NOTE- 11p.; Paper presented at the Annual Meeting of the Great Lakes Regional Conference of the International Reading Association (Springfield, IL, October 5-8, 1983).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Communication; *Educational Research; Elementary Secondary Education; *Questioning Techniques; Reading Comprehension; Reading Instruction; *Teacher Role; Teacher Student Relationship; *Teaching Methods
IDENTIFIERS- *Theory Practice Relationship

Research on the effects of questioning in the classroom has explored the placement, timing, type, and social impact of questions. Principles of good questioning include the following: (1) well-stated questions should be concise, clear, and complete; (2) questions should be topical in nature, requiring a complex answer; (3) yes or no questions should be avoided; (4) leading questions should be used sparingly; and (5) elliptical or "fill in the blank" questions should be avoided. Several studies indicate that while some questions before reading are appropriate and desirable, questioning before reading can limit what the less able reader comprehends, although the opposite seems to be the case with good and more mature readers. The time and manner in which questions are asked may be the determining factor in a successful or unsuccessful discussion session. Generally, questions that can be answered in a variety of ways seem less threatening to students than do those with only one right answer. One study indicates that teachers use fact questions more often than any other kind. Other studies make the observation that questions may both lead a reader to better learning and understanding and lead them astray. Questions can be used in various ways and can have positive or negative effects depending upon the teacher and what the teacher is attempting to accomplish rather than upon the technique used. A differentiation must be made between the use of questions for assessment and for fomenting discussion. (HTH)

ED 248 537 CS 208 573

Danielson, Susan

Langston Hughes Curriculum Packet: Dig and Be Dug in Return.

PUB DATE- 81
NOTE- 20p.; Originally written to accompany an oral history program developed by Oral History Program, Inc.; funding provided by the Oregon Committee for the Humanities.
AVAILABLE FROM- Oral History Program, Inc., 5006 NE Mallory, Portland, OR 97211.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; *Black Culture; Blacks; *Class Activities; Creative Writing; *Cultural Awareness; Curriculum Development; Higher Education; Journalism Education; Literature Appreciation; *Poetry; *Poets; Secondary Education; Social Studies; Speech Instruction; *Units of Study; Writing Exercises
IDENTIFIERS- *Hughes (Langston)

Designed in a flexible format for use by college instructors, high school teachers, and community education workers, this curriculum packet serves as an introduction to the life and works of black poet Langston Hughes. The major component of the packet is a critical essay that explores the thematic highlights of Hughes's career. The remaining components are (1) a list of definitions corresponding to terms, events, or persons mentioned in the essay; (2) suggestions for group projects designed for classes in communication, journalism, or social studies; and (3) a list of important dates in black American history and in the career of Langston Hughes. (FL)

ED 248 567 CS 504 699

Blair, Rhonda

Shakespeare and the Feminist Actor.

PUB DATE- Aug 84
NOTE- 19p.; Paper presented at the Annual Meeting of the American Theatre Association (San Francisco, CA, August 12-15, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Characterization; *Drama; *Females; Feminism; Identification (Psychology); Role Conflict; Self Actualization; Sex Fairness; Sex Role; *Theater Arts
IDENTIFIERS- *Shakespeare (William)

The major problem with Shakespeare for the woman performer is that he treats women as the "Other." Therefore, his women characters lack the completeness of the men; the women become iconistic forces by means of which the men shape themselves, mirrors in which the men more or less accurately see themselves and their desires and fears. If one defines a feminist work of art as one that presents women as self-identified and expressive on many levels rather than male-identified, there is a serious problem for the woman performer approaching Shakespeare's plays. The picture becomes even more complicated if one begins considering that all the women's roles were originally written for boys and young men. Few women actors have the luxury of controlling the interpretation of their parts except in minor ways. The domination of the Man-as-Self atmosphere is further reinforced by the sheer numbers of men compared to women, in casts for Shakespearean plays as a whole. Even such strong characters as Desdemona and Isabella are defined, even created, by men (of the church, family, or state) and they finally act according to the men's rules because it is the men's game. Shakespeare is an important part of his Western heritage and he must be addressed. To dismiss his works out of hand as sexist is cavalier; but to label them as feminist, is also too slick and falsely comforting. (HOD)

ED 248 581 EA 017 045

Summers, Chris
The Development of Guidelines for an Internship Program for Principals.
PUB DATE- 15 Nov 83
NOTE- 29p.; Paper presented at the Annual Conference of the Southern Regional Council on Educational Administration (Knoxville, TN, November 13-15, 1983).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Education; Certification; Competency Based Education; *Guidelines; Higher Education; *Internship Programs; Leadership Training; Performance Contracts; *Principals; Responsibility
IDENTIFIERS- *Troy State University AL Montgomery

Troy State University in Montgomery, Alabama, has been training principals since 1965. Although a principal internship has always been recommended, it was not actually required of all educational administration graduates until fall 1981. This paper describes the development of guidelines for the principal internship program and presents the new guidelines effective January 1984. Particular features of the program are the inclusion of a learning contract to develop the specific responsibilities of the intern; a letter grade for the internship; and the recommendation that the intern assume full responsibility for the operation of the school over a 3-day or longer period. Appendixes, composing the bulk of the document, contain data on the intern population, a format for interviewing former interns and supervisors, examples of contract items, full text of the internship guidelines, and six sample forms used in the program. (MLF)

ED 248 613 EA 017 156

Lilly, Edward R.
Boards of Education and System-wide Strategic Planning.
PUB DATE- 25 Sep 84
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Board Administrator Relationship; *Board of Education Role; *Educational Planning; Long Range Planning; Needs Assessment; Organizational Objectives; Policy Formation
IDENTIFIERS- *Strategic Planning

To ensure that school systems are prepared for the future, their boards must provide for both internal and external conditions through careful assessment and planning processes. Strategic planning consists of setting long-term goals, determining the best means of attaining them, and relating the chosen course to operating plans. This type of planning is a complex process, susceptible to inefficiency and incompleteness. A formalized model, however, can contribute to successful planning by developing participants' understanding. Such a model can be constructed in nine steps, as follows: (1) analyzing existing conditions; (2) defining long-range, general objectives and short term, specific goals supporting these objectives; (3) analyzing the external environment; (4) assessing available resources; (5) synthesizing the first four steps to identify deficiencies in existing strategies; (6) exploring alternative strategies; (7) choosing a strategy; (8) developing contingency plans; and (9) translating the strategy into operating plans. The school board may be involved in this process in any of three ways. It may simply prescribe goals and objectives for the school system, or it may take a passive role, reviewing administration proposals. The most productive course, however, is for the board to work cooperatively with the administration. (MCG)

ED 248 646 EC 170 424

Areson, Ann H., Ed.; DeCaro, James J., Ed.
Teaching, Learning and Development: Volume I.
Rochester Inst. of Technology, NY. National Technical Inst. for the Deaf.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Jun 84
NOTE- 494p.; For individual papers in Volume 1, see ED 209 907, and EC 170 425-432. For Volume II and selected individual papers, see EC 170 433-436.
LANGUAGE- English
EDRS Price - MF02/PC20 Plus Postage.
PUB TYPE- Collected Works - General (020) Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Career Choice; *Career Development; College Students; *Curriculum Development; *Deafness; Models; *Moral Development; Postsecondary Education; Problem Solving; Student Motivation; Theories; Transfer of Training

Eight papers are presented in this document, the first of two volumes of papers commissioned for the Foundations development project. The project was designed to examine curricular modifications for deaf students entering the National Technical Institute for the Deaf and to examine career development (personal, social, and intellectual development) needs of postsecondary deaf students. Five statements were formulated regarding student characteristics associated with career development problems. The statements focused on the following areas: preconceptions of careers and majors, limited self knowledge, use of unsophisticated decision making processes, lack of coping skills, and an inadequate knowledge base regarding cultures. Fourteen topics which appeared to encompass the problem areas and general statements were identified and papers were commissioned on each topic. An introductory paper offers a conceptual framework for the Foundations project, focusing on the interaction among the student, the teacher, and the curriculum. The remaining papers in the volume center on the development of the learner and the learner's processing of experiences and situations; they include: "Theories and Models of Human Development: Their Implications for the Education of the Deaf" (I. Athey); "The Role of Deafness and Education in the Moral Development of Hearing-Impaired Children and Adolescents" (M. Belenky); "Locus of Control: Review and Implications for Instruction of the Hearing-Impaired Children and Adolescents" (F. Dowaliby and J. Pegano); "Research on Motivation in Educational Settings: Implications for Hearing-Impaired Students" (M. Stinson); "Discovery versus Expository Instructional Strategies and Their Implications for Instruction of Hearing-Impaired Post-Secondary Students" (R. Blake); "Problem Solving and Decision Making: A Review of the Literature" (M. Steve); and "Transfer of Learning from One Setting to Another" (D. Dansereau and L. Brooks). (CL)

ED 248 678 EC 170 457

Geiger, William L.

National Directory of Special Education Teacher Preparation Programs, 1983.

Council for Exceptional Children, Reston, VA. Teacher Education Div.

SPONS. AGENCY- Department of Education, Washington, DC.; National Information Center for Handicapped Children and Youth, Washington, DC.
PUB DATE- 83
NOTE- 58p.
CONTRACT- 300-82-0247
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Colleges; *Disabilities; *Gifted; Higher Education; *Special Education Teachers; Talent; *Teacher Education; Universities

The directory provides contact information on special education teacher preparation programs in the 50 states and the District of Columbia, and descriptive information on the levels and areas of preparation offered by most of these programs. Limited information is provided on programs which prepare special education supervisors or administrators and on programs for teachers of hearing impaired children. The information was collected through a nationwide survey of 698 special education teacher preparation programs identified by state departments of education. The directory is organized alphabetically by state, and within each state, alphabetically by college/university offering special education certification or degree program. For each state, information is coded according to specific level of program and area of preparation. In addition, entries typically include name, address and phone number of the program. (CL)

ED 248 418 CG 017 690

Gaeddert, William P.

Sex and Sex Role Effects on Achievement Strivings: An Examination of Four Explanations.

PUB DATE- Apr 83
NOTE- 21p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (Philadelphia, PA, April 6-9, 1983).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Achievement Need; College Students; *Goal Orientation; Higher Education; Self Evaluation (Individuals); *Sex Differences; *Sex Role; Standards

Although sex differences in achievement-related behaviors have been well documented, recent attempts to account for these differences have focused on either goal orientation or standards. To compare varying explanations for sex differences in achievement and to examine the standards men and women use to define success, two studies were conducted. In the first study, 123 college students (57 females, 66 males) completed two questionnaires assessing self-reported accomplishments, sex roles, and achievement motivation. An analysis of the results showed that masculinity was related to extrinsic performance evaluations and femininity was related to social-affiliative achievement attempts. In the second study, 50 college students (30 females, 20 males) responded to open-ended questions assessing accomplishments, achievement orientations, and performance evaluation standards. An analysis of the results showed that, as in the first study, extrinsic standards were used more by males than by females, and that females and males did not differ in the domains of accomplishments they considered to be important. Researchers are encouraged to examine the self-selected accomplishments of women and men to determine the effects of performance evaluation styles and striving for status on achievement behavior. (BL)

ED 248 448 CG 017 722

O'Neil, James M.; And Others

Data on College Men's Gender Role Conflict and Strain.

SPONS. AGENCY- Kansas Univ., Lawrence. General Research Fund.
PUB DATE- Aug 84
NOTE- 33p.; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Canada, August 24-28, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; *Emotional Response; Higher Education; *Males; *Personality Traits; *Role Conflict; *Sex Role; Stress Variables
IDENTIFIERS- *Strain

Gender role conflict exists when gender roles have negative impact or consequences on the self or others. To examine the degree to which college males reflect gender role conflict and strain and to determine whether men who describe themselves as instrumental (masculine), expressive (feminine), both instrumental and expressive (androgynous), or neither (undifferentiated) report differential degrees of gender role conflict, 527 college men completed two Fear of Femininity Scales (FOFS-I and FOFS-II), and the Personal Attributes Questionnaire (PAQ). An analysis of the results showed that subjects reflected gender role conflict across the four FOFS-I factors. For success, power and competition, instrumental men reported more agreement than feminine, androgynous, or undifferentiated men. For restrictive emotionality, androgynous men had lower scores than masculine, feminine, or undifferentiated men. For homophobia, masculine men and undifferentiated men had higher scores than androgynous or feminine types. For work and family conflicts, no significant differences were found. For FOFS-II: masculine men had higher scores than feminine men on the factor of homophobia; and undifferentiated men had the highest scores on lack of emotional response. These findings suggest that relatively high percentages of men experience role conflict, and that they experience that conflict differentially, contingent on their self-reported attributes. (BL)

ED 248 463 CS 007 739

Casey, Jean M.
A Descriptive Study of the ABC Unified School District K-6 Reading Program.
PUB DATE- 83
NOTE- 74p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Classroom Techniques; Educational Research; Elementary Education; *Program Content; Program Descriptions; Program Effectiveness; Program Evaluation; *Reading Achievement; *Reading Instruction; Reading Materials; *Reading Programs; *Reading Research; *Teaching Methods

A study designed to provide insights into reading programs and materials, specifically those in the 21 elementary schools in one California school district, is described in this report. Following a brief presentation of the background of the study, the report states the 15 questions investigated and describes the variables, population, and methodology used, which included observation, classroom analysis of test scores, and analysis of parent questionnaires. Results are presented for each question and include the following areas: (1) the district's goals and objectives, (2) teacher role in preparing objectives, (3) reading materials used in the schools, (4) the effect of classroom environment on student achievement, (5) the relationship of teacher enthusiasm to reading achievement, (6) the relationship of students' reading attitudes to reading proficiency, (7) the effect of teaching method on reading achievement, (8) the amount of administrative involvement in the reading program, (9) parents' perceptions of the reading program and its effect on their children, and (10) the effect of class size on reading achievement. Extensive appendixes contain data for each school studied and copies of instruments used in the study. (FL)

ED 248 477 CS 007 757

Dollerup, Cay; And Others
The Studies of Readers' Responses to "The Snake," "The Gold Apple," and "Per Smed's Whip" in Spring 1981. Fairytale: An Interdisciplinary Turco-Danish Study of the Collective v. the Individual Nature of the Response to Literature. Report No. 13. Revised.
Bosphorus Univ., Istanbul (Turkey). Dept. of Language and Literature.; Copenhagen Univ. (Denmark). Dept. of English.
PUB DATE- 26 Jul 83
NOTE- 91p.; Sponsored jointly by Unesco, NATO, and the Danish

Research Council for the Humanities. For related documents, see CS 007 745-759.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Discourse Analysis; Essays; *Folk Culture; Foreign Countries; Literature Appreciation; Program Implementation; *Reader Response; *Reading Research; *Research Design; Research Methodology; Student Reaction
IDENTIFIERS- Denmark; *Fairy Tales; *Response to Literature; Turkey

Summaries of the Danish internal reports of the essay studies, the introspection studies, and the literary analyses that are part of the larger interdisciplinary Turko-Danish Fairytale Project concerning the collective versus the individual nature of the response to literature are presented in this report. Various sections of the five papers provide descriptions of (1) the essay study, (2) the participating classes and the distribution of the sexes in each, (3) the mode of data analysis, and (4) the readers in the introspection study. The paper also contains questions used for each fairytale, sample responses to the individual tales, sample protocols, and the study results for each of the three tales: "The Snake, the Fox, and the Man," "The Gold Apple," and "Per Smed's Whip." (HOD)

ED 248 507 CS 208 395

Buddemeier, Richard E.
Writing Ownership in the Process of Learning to Write.
PUB DATE- 82
NOTE- 40p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *Cognitive Processes; Ethnography; Higher Education; Models; *Research Methodology; Student Attitudes; *Student Participation; *Student Role; *Writing Instruction; *Writing Research

A research project designed to determine what is important to a freshman college student in writing and learning to write is described in this paper. The first section of the paper provides background information for the project, which involved collaboration between the researcher and a student. The second section describes data gathering procedures, which included interviews with students in a basic English class and class observations. The third section includes extensive tables of data and discussions of data analysis, while the fourth discusses the findings in the areas of defining writing ownership, ownership in the beginning writing student, and the consequences of claiming writing ownership. The final section reviews additional findings and examines the implications of the project findings for writing instruction. (FL)

ED 248 522 CS 208 555

Hagge, John
The Business Writer's Audience Is Rarely a Fiction.
PUB DATE- Dec 83
NOTE- 22p.; Paper presented at the Annual Meeting of the Modern Language Association (100th, New York, NY, December 28-30, 1983).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Audience Analysis; *Business Communication; Business Correspondence; *Comparative Analysis; Rhetoric; *Technical Writing; *Theories; Writing (Composition); Writing for Publication
IDENTIFIERS- *Audience Awareness; *Author Reader Relationship

Much current composition theory depends on the notion that writers represent reality--a situational context, an author, and an audience--in the text itself, and that readers construct their own representations of that text. Business writers, on the other hand, often direct their compositions to specific audiences, the members of which have participated in a shared situational context prior to writing. Since business writing facilitates an encompassing business transaction, business writers and readers--unlike most writers and readers of published prose--actually interact with one another. And because business writing develops from a particular situational context in which both writers and readers participate, it follows that business writers know something more about their audiences than do writers of published works; they can rely on variables in that context to produce meaning in their texts. Moreover, unlike authors of the published texts that are based on the work of composition theorists, business writers rely on personal knowledge of their readers through daily interaction or the exchange of texts. Finally, business writers often work collaboratively, and roles do not need to be fashioned for them or their readers since the situational context defines the text. (HOD)

ED 248 694 FL 014 519

Lackstrom, John E.

The Reading Comprehension of Elliptical Arguments in EST Textbooks.

PUB DATE- Aug 75
NOTE- 21p.; Draft of a paper presented at a meeting of the Association Internationale de Linguistique Appliquee (Stuttgart, Germany, August 1975).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communicative Competence (Languages); Higher Education; Induction; *Logic; *Reading Comprehension; Research Reports; Rhetoric; Sciences; Second Language Instruction; *Technical Writing; Technology; Textbook Preparation; *Textbooks
IDENTIFIERS- *English for Science and Technology

Undergraduate students of English for Science and Technology (EST) are confronted, in their English textbooks, with a variety of rhetorical forms intended to convey a variety of information, including specialized rhetorics of definition, classification, and argumentation. The rhetorical form of EST argumentation is the organization of written presentations in EST textbooks intending to support or invalidate hypotheses and theories through presentation of experimental evidence. The ability to understand literal meanings of sentences contained in these arguments is insufficient for the full comprehension of the arguments because of their frequently elliptical character. In addition, the skills needed to interpret elliptical EST arguments are very close to those required to interpret ordinary conversational English, and teaching reading comprehension of EST arguments amounts to teaching communicative competence in EST. (MSE)

ED 248 722 FL 014 578

Sajavaara, Kari, Ed.
Cross-Language Analysis and Second Language Acquisition. Volume 1. Jyvaskyla Cross-Language Studies, No. 9.
Jyvaskyla Univ. (Finland). Dept. of English.
REPORT NO.- ISBN-0358-6464; ISBn-951-679-105-0
PUB DATE- Nov 83
NOTE- 249p.; For the companion volume to this document, see FL 014 579.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Collected Works - General (020)
DESCRIPTORS- Applied Linguistics; Children; Communicative Competence (Languages); *Contrastive Linguistics; Discourse Analysis; English; English (Second Language); Estonian; Finnish; Form Classes (Languages); German; Grammar; Hungarian; Idioms; Immigrants; Language Acquisition; *Language Research; *Language Usage; Language Variation; *Linguistic Theory; Psycholinguistics; *Research Projects; Second Language Instruction; *Second Language Learning; Semantics; Testing; Translation

IDENTIFIERS- Bulgaria; Finland; Germany

A collection of 17 papers, most presented at the Fifth International Conference on Contrastive Projects in June 1982 in Finland, includes: "Present Trends in Contrastive Linguistics," "Contrastive Linguistics in Bulgaria," "Communicative Competence in Foreign Language Teaching: A Project Report," "From Traditional Contrastive Linguistics Towards a Communicative Approach: Theory and Applications within the Finnish-English Cross-Language Project," "Estonian-English Contrastive Studies," "Report on the English-Hungarian Contrastive Linguistics Project," "A Plea for Contrastive Psycholinguistics", "Language Variation and the Death of Language Teaching," "Grammatical Models and Contrastive Analysis," "Applied Contrastive Linguistics: In Search of a Framework", "Some Psychological Aspects of Contrastive Pragmatics or, In Search of a Cognitive Contrastive Analysis of Social Interaction (CCASI)," "A Translation-Based Model of Contrastive Analysis," "Contrastive Pragmatics and the Foreign Language Learner's Personality," "Immigrant Children in Germany: Their Grammatical Ablities in English as a Foreign Language," "Understanding Idioms in First and Second Language Acquisition: A Preliminary Analysis," "The Learning of Coventional Syntagms by Finnish Comprehensive School Pupils," and "On Simplification: Simple and Simplified Language in Examination Papers." (MSE)

ED 248 552 CS 504 679

McNamara, Brooks
Performance Studies: Notes on the Early Years.
PUB DATE- Aug 84
NOTE- 11p.; Paper presented at the Annual Meeting of the American Theatre Association (San Francisco, CA, August 12-15, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Departments; *Drama; Educational History; Formative Evaluation; *Intellectual History; Interdisciplinary Approach; *Performance Factors; Personal Narratives; Scholarly Journals; *Theater Arts

To explain the development of the performance studies department at New York University (NYU), this paper describes the early years of the department as it began in the graduate drama department, noting how an association of concerned people, including Robert Corrigan, Richard Schechner, Monroe Lippman, Michael Kirby, and Brooks McNamara, and their insistence on the importance of their own particular interests led to the integrated approach NYU now has. It also explains how the magazine "Carleton Drama Review" evolved into the "Tulane Drama Review" and then into "The Drama Review" and was used to great effect in espousing an integrated approach to theatre by many of the people listed above. (CRH)

ED 248 629 EC 170 407

West-Stern, Jane
Interagency Intervention: A Case Study.
PUB DATE- 83
NOTE- 9p.; Paper presented at the Minnesota Conference on Programming for the Developmental Needs of Adolescents with Behavioral Disorders (Minneapolis, MN, Fall, 1982). Contained in EC 170 401.
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Agency Cooperation; *Coordination; *Emotional Disturbances; *Interdisciplinary Approach; Legal Problems; Political Influences; *Program Development

The paper reviews the legal basis for interagency collaboration in providing services to the handicapped, notes the rationale for such an approach, and examines the obstacles encountered in an interagency intervention project for emotionally disturbed children and adolescents. The Cheltenham Project, an interdisciplinary approach featuring a psychoeducational residential treatment center, is described. Among the obstacles encountered in the development of the Cheltenham Project were the location and operation of the physical plant, funding logistics and vacillating budgets within contributing agencies, conflicting legal mandates and agency procedures, turf protection, and politics. The difficulties in resolving conflicts for the program are highlighted, as is the need for data available to support the interagency approach. (CL)

ED 248 661 EC 170 440

Willings, David

The Creative Inventory.

PUB DATE- Jun 83
NOTE- 20p.; Paper presented at the Meeting of the Canadian Association of College and University Counsellors (Prince Edward Island, Canada, June 1983).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Counseling Techniques; *Creative Development; *Creativity; *Gifted

The paper examines variables involved in creativity and suggests ways in which gifted adolescents may be helped to isolate conditions under which they get their best ideas. Among variables considered are the hypnagogic state (physical and mental condition just before sleep), the hynopompic state (physiological and mental condition upon awakening), the diurnal variation (times of peak activity), dreams, the "presque vu" experience (and idea on the brink of awareness), continuity of attention, simultaneous attention, distraction tolerance, postural conditons, and resumption. Examples of creative individuals and these variables are cited along with the author's own creative inventory. (CL)

ED 248 337 CE 039 588

Gardner, John A.
Influences of High School Curriculum on Determinants of Labor Market Experiences.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 5 Jul 84
NOTE- 62p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984). For a related document, see ED 227 306. Tables contain small print.
CONTRACT- 300-78-0032
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Blacks; Educational Policy; Education Work Relationship; Employment Level; *Employment Patterns; Evaluation Criteria; Females; High Schools; Income; Males; Minority Groups; Models; *Outcomes of Education; Program Effectiveness; *Racial Differences; *Salary Wage Differentials; Secondary School Curriculum; *Sex Differences; Unemployment; *Vocational Education; Whites

This study extends previous research on labor market effects of vocational education by estimating the relationship between vocational education in high school and the intervening factors in its relationship to labor market outcomes. The strategy is to use data from a stratified national longitudinal survey to estimate a simplified, reduced-form model of outcomes for individuals that can contribute to understanding why positive earnings effects have been hard to find for men and why the effects vary between men and women. The estimated model shows that (1) vocational education may have both direct and indirect effects on earnings, income, and unemployment; (2) the indirect effects operate through such intervening factors as unionization, industry, occupation, labor market experience, and postsecondary education; and (3) the indirect effects differ between men and women and between whites and nonwhites. The relatively small total effects on males' earnings are more likely attributable to imprecise specification of curricula and neglect of the importance of finding training-related work than to tendencies for conflicting indirect effects to offset each other. Training-related placement is a significant distinction in estimating earnings differentials. Benefits are attributable to occupationally specific skills rather than general work habits or attitudes. Four policy implications are suggested. (YLB)

ED 248 351 CE 039 631

Business English. Vocational Education Curriculum Guide. Bulletin 1721.

Louisiana State Dept. of Education, Baton Rouge. Div. of Vocational Education.

PUB DATE- Apr 84
NOTE- 310p.
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; *Business Communication; Business Correspondence; *Business Education; *Business English; Classroom Techniques; Communication Skills; Competence; Educational Strategies; Grammar; Guidelines; Instructional Materials; Job Search Methods; Job Skills; *Language Usage; Learning Activities; Lesson Plans; Listening Skills; Office Occupations Education; Program Implementation; Secondary Education; Skill Development; State Curriculum Guides; Teaching Methods; *Technical Writing; *Writing Skills

This curriculum guide consists of materials for use in teaching a course in business English for high school students. Addressed in the individual units of the guide are the following topics: the fundamentals of communication, listening skills, oral communications, telephone communications, information resources, reading and vocabulary, the mechanics of writing, grammar and usage, business reports, business letters and memos, and employment procedures. Each unit contains the following: an introduction, a list of competencies, general performance objectives and goals, specific performance objectives and mastery criteria, methodology guidelines, suggested approaches, a unit outline, specific performance objectives and learning activities relating to the outline, evaluation and testing information, as well as one or more appendixes containing exercises, a unit test, answers to the unit test and lists of resources and supplementary materials. (MN)

ED 248 391 CE 039 724

Gysbers, Norman C.

Create and Use an Individual Career Development Plan. Module CG C-12 of Category C--Implementing. Competency-Based Career Guidance Modules.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.

REPORT NO.- ISBN-0-89606-144-2

PUB DATE- 83

NOTE- 51p.; These materials were also developed by the American Personnel and Guidance Association, the American Vocational Association, the American Institutes for Research, and the University of Missouri-Columbia.

AVAILABLE FROM- American Association for Vocational Instructional Materials, 120 Driftmier Engineering Center, University of Georgia, Athens, GA 30602.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- *Career Development; Career Education; *Career Guidance; *Career Planning; Competence; Competency Based Education; Counselors; *Counselor Training; Decision Making; Educational Resources; *Guidance Personnel; Learning Activities; Postsecondary Education; Program Implementation; Self Actualization; Self Evaluation (Individuals); Teacher Education

IDENTIFIERS- *Career Development Plans

This module, which teaches how to develop and use an individual career development plan (ICDP), is one of a series of 41 competency-based guidance program training packages focusing upon specific professional and paraprofessional competencies of guidance personnel. The competencies upon which these modules are based were identified and verified through a project study as being those of critical importance for planning, supporting, implementing, operating, and evaluating guidance programs. The module, designed for the user, consists of these sections: an introduction, readings, six learning experiences, evaluation techniques, and resources. The learning experiences contain activities for individuals as well as for groups. The competencies in this module include stating the rationale for an ICDP, stating its essential characteristics, identifying its structure, stating the main steps in career decision making, identifying career investigation skills, and stating essential career information management skills. (KC)

Study Assistance and Adult Study Assistance--Utilisation and Effects. School Research Newsletter. 1984:7.

National Swedish Board of Education, Stockholm.

PUB DATE- Sep 84
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Education; Adult Students; Educational Legislation; Educational Research; Federal Legislation; Foreign Countries; *Grants; Secondary Education; *Secondary School Students; *Student Financial Aid; *Student Loan Programs; *Student Recruitment; Use Studies
IDENTIFIERS- Sweden

A research project studied the impact of study support on students at the upper secondary level and on adult students in Sweden. Project activities at the upper secondary level began with a survey charting social recruitment for the three- and four-year lines of upper secondary school. Measures proposed to counteract the increasing social bias of recruitment included giving priority for study support to students from economically disadvantaged groups. A survey showed that the student grant did not influence students to enter the two- or three- or four-year lines. A majority of students found the grant financially important to their families. The part of the project concerned with adult study assistance first reviewed information and data and found that special adult study assistance has had a positive impact on the recruitment of undereducated persons, especially women; hourly study assistance has not had a positive impact on recruitment; and rules for adult study assistance need to be made more flexible. A study of the utilization of special adult study assistance found most recipients have been undereducated, the assistance generally offset the loss of earnings, and only 50 percent drew the loans to which they were entitled. (YLB)

ED 248 434 CG 017 708

Chiles, Donna; Eiben, Ray

School Guidance and Counseling. Pupil Personnel Services Recommended Practices and Procedures Manual.

Illinois State Board of Education, Springfield.
PUB DATE- Sep 83
NOTE- 64p.; For other volumes in the Pupil Personnel Services Manual, see ED 239 197, ED 240 413, and CG 017 707.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Counseling Services; *Counselor Role; Delivery Systems; Elementary Secondary Education; Guidelines; Models; *Pupil Personnel Services; *School Counseling; School Counselors
IDENTIFIERS- *Illinois

This document, one of five volumes that compose the Pupil Personnel Services Recommended Practices and Procedures Manual, is designed to provide school personnel with practices and procedures concerning guidance and counseling for Illinois school students. The first chapter discusses pupil personnel services philosophy and major concepts, as well as information about the manual. Chapter 2 focuses on the role of the school counselor, the role of other school staff members in the counseling and guidance program, and factors influencing implementation of the counselor role. Several school counseling program models are also described. The third chapter, on service delivery, discusses steps in the development of a comprehensive guidance and counseling program, including basic principles, influencing factors, and sample objectives and activities. The issue of professional commitment is also discussed. The final chapter deals with plans for the future. The appendices contain acknowledgements, a suggested format for a resource file, a bibliography, and additional readings. (JAC)

ED 248 538 CS 208 582

Hagerman, William L.
Broadcast Copywriting and Computer Assisted Instruction.
PUB DATE- 6 Apr 84
NOTE- 25p.; Paper presented at the Annual Meeting of the Southern Speech Communication Association (Baton Rouge, LA, April 5-7, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Advertising; *Broadcast Industry; *Computer Assisted Instruction; *Computer Software; Education Work Relationship; Higher Education; *Journalism Education; Telecommunications; *Writing Improvement; Writing Instruction
IDENTIFIERS- *Copywriting (Broadcast)

The teaching of broadcast copywriting can be enhanced by computer assisted instruction, especially in screening students' writing for adherence to classic "formulas" or "rules" for broadcast writing. Such rules might include avoiding cliches or not beginning a sentence with a subordinate clause. Other rules the computer can detect are the number of times a brand name is used, use of first person pronouns, the use of the future tense and some forms of the past tense, the use of negatives, the use of nonbroadcast punctuation, and the writing and spelling out of numbers. Such a program was designed for use on a main frame Honeywell Multics 68/80 at the University of Southwestern Louisiana. Through a series of questions and prompts the computer guides the student through the writing and rewriting of broadcast copy. Other queries the computer makes of the student concern the intended audience, the users, and the objectives of broadcast writing. Students who have used this program have said that the computer exercises are a good learning experience and that they learned more for immediate application than from conventional instruction. (HOD)

ED 248 598 EA 017 130

Hawley, David
Quality Circles.
Oregon School Study Council, Eugene.
PUB DATE- Sep 84
NOTE- 31p.
AVAILABLE FROM- Publications Sales, Oregon School Study Council, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (4.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Data Analysis; Decision Making Skills; *Educational Administration; Elementary Secondary Education; *Evaluation; *Participative Decision Making; *Problem Solving; *Teacher Administrator Relationship; *Training
IDENTIFIERS- Brainstorming; Consensus; *Quality Circles

The concept of the quality circle (QC) is outlined and a brief history given of its use in Japan and eventual migration to the United States in 1974. The leaders and participants in QC's are trained in communication and problem-solving skills. The essential techniques used in the QC are brainstorming, consensus, cause and effect analysis, data gathering and analysis, decision analysis, solution generation, presentation techniques, evaluation, and communication/group process training. QC's differ from other participative management processes in three ways: (1) the ultimate decision-making continues to rest with the existing administrative structure, (2) administrators usually adopt QC solutions because they know the participants are trained and skilled in problem-solving techniques, and (3) the facilitator maintains communication with administrators. The Oregon City School District implemented a QC program with three schools selected from a group of nine schools that volunteered to participate. A total of six circles met during 1983-84. Although the district is still evaluating the effectiveness of the program, it has already found an enhanced relationship between administrators and teachers, and the changes enacted as a result of QC recommendations have helped school operations. A list of references and four appendixes are included. (MD)

Hoover, Wesley A.; And Others
A Longitudinal Look at Classroom Instruction and Reading Acquisition
by Spanish-English Bilingual Students.
PUB DATE- Apr 84
NOTE- 56p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 23-27, 1984).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Bilingual Students; English; *English (Second Language); Language Research; Longitudinal Studies; Primary Education; *Reading Achievement; *Reading Instruction; Second Language Learning; Spanish; *Spanish Speaking; Teacher Characteristics

A comprehensive six-year longitudinal study of the development of reading skills during the primary grades for a large sample of bilingual (Spanish-English) children and smaller samples of monolingual (English or Spanish) children is outlined at its midpoint. In this natural variation study, approximately 350 children taught by 200 teachers in 20 schools in six districts are tracked through the primary years. Their reading development and mastery of formal language is examined in detail each year through multiple measures, as is their instruction, through an array of indices, including classroom observations made throughout each academic year. In addition, information about the teachers' background, training, and language skills is gathered. Data available at this stage of the study, from a subsample of 63 children in grades 1-3, on several of the components of an interactive reading assessment in English and Spanish are analyzed and presented in detail, including charts of average growth and performance profiles for a variety of the measures used. (MSE)

ED 248 324 CE 039 492

Tyler, Rea; Hood, Paul C., Ed.
Teens and Autos: A Deadly Combination. A Special Issue.
Insurance Inst. for Highway Safety, Washington, D.C.
PUB DATE- 23 Sep 81
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Information Analysis/State-of-the-Art Materials (070) Collected Works - Serials (022)
DESCRIPTORS- *Adolescents; Age; Alcoholic Beverages; Comparative Analysis; Drinking; *Driver Education; Federal Legislation; Influences; Policy Formation; Position Papers; *Public Policy; State Legislation; *Traffic Accidents; *Traffic Safety; Trend Analysis
IDENTIFIERS- *Driver Licensing; Driver Performance; Seat Belts

By a wide margin, the major public health problem for teenagers in the United States is injuries associated with motor vehicle accidents. Starting at age 13, motor vehicle passenger death rates per capita climb sharply compared to passengers of other ages. Since deaths per licensed driver peak at the age of 18, insurance analysts have recommended raising the age of licensure to 18, allowing only essential (i.e., to and from work) driving by 16- and 17-year-olds, eliminating high school driver education courses, and prohibiting teenagers from driving during certain evening and early morning hours. Because teenagers have been found to be the least likely individuals to wear seat belts, it has also been recommended that the issuance of drivers licenses to teens be made conditional upon seat belt use and that the minimum drinking age be raised to 21. Finally, implementation of long-available crash-packaging techniques and clean-up and removal of highway and roadside hazards are measures that would markedly reduce traffic-related deaths of persons of all ages. (MN)

ED 248 364 CE 039 664

Peterson, Karen L.; Roscoe, Bruce
Young Women's Work Value Preferences.
PUB DATE- 84
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Attitude Measures; *Career Choice; *College Students; Cultural Influences; *Decision Making; Economic Factors; Family Influence; *Females; Influences; Interest Inventories; Occupational Aspiration; Social Influences; Test Reliability; *Values; *Work Attitudes; Young Adults

A study examined the work value preferences of young women in their late teens and early twenties. A descriptive self-report instrument was administered to 496 female undergraduate students at a midwestern university. Respondents were asked to rate the importance of 30 work values that were organized into two groups--work values that directly reflect work and career activity (such as status and monetary reward) and those values more closely associated with personal and situational variables. A total of 20 values were rated as important by 50 percent or more of the respondents; of these, 8 variables related to work and career preferences and 12 related to personal and situational preferences. Based on these results, it was recommended that instruments to assess the career interests of women comprise both questions relating to career factors and questions dealing with personal and situational factors. (MN)

ED 248 378 CE 039 705

Kinsey, Patricia E., Ed.; And Others
Health Occupations Education I. Instructor's Manual. Revised .
South Carolina State Dept. of Education, Columbia. Office of Vocational Education.
PUB DATE- 84
NOTE- 348p.; Supersedes ED 222 736. For related modules, see ED 222 737-747.
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Allied Health Occupations Education; Behavioral Objectives; *Classroom Techniques; Communication Skills; Competence; *First Aid; Guidelines; Hygiene; Job Skills; Learning Activities; Learning Modules; Lesson Plans; Mathematics Skills; *Medical Services; *Nutrition; Recordkeeping; Records (Forms); Secondary Education; State Curriculum Guides; Teaching Methods
IDENTIFIERS- Asepsis; Health Occupations Student Association; *Patient Care; South Carolina

This instructor's guide consists of materials for use in teaching the first year of a two-year course in health occupations education that is designed for high school students. Included in the volume are an introduction, a list of modules, a list of tools and supplies, instructional references, a list of suggested instructional filmstrips, an achievement record, and a series of instructor's guides for 49 learning modules that are organized under the following 13 instructional areas: medical and surgical asepsis, vital signs, the physcial exam, patient body mechanics, bedmaking, personal care, communications, nutrition, intake and output, first aid, pre- and postoperative care, fundamental mathematics for health careers, and the Health Occupations Student Association (HOSA). Each of the unit guides contains some or all of the following: a list of the components of the module; a module outline that includes teaching suggestions, equipment and supplies, and teacher's notes; student assignment sheets; sample forms; and transparency masters. (MN)

ED 248 508 CS 208 407

Yarbrough, Jane Harper
A Grounded Theory of the Social Psychological Process of Involving College Students in a Course on Adolescent Literature.
PUB DATE- 83
NOTE- 30p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adolescent Literature; Case Studies; Classification; *Educational Research; *Educational Theories; Higher Education; Motivation Techniques; Research Methodology; *Student Motivation; *Student Participation; Student Role; *Teacher Role
IDENTIFIERS- *Theory Development

Data gathered through ethnographic observations of 25 college students in an adolescent literature course were used to develop a substantive grounded theory of the process of involving students in a class. In addition to observation of the class, data were collected through teacher and student interviews and from lesson plans, class handouts, examination papers, grades, and student course evaluations. Data analysis focused on discovering those teaching processes that resulted in enthusiastic student response to the teacher and to the class. Results yielded a model of the social psychological process of involvement that includes two defining characteristics--reciprocity and recursiveness--and six subprocesses of involving--acclimating, evoking, establishing rapport, staging, elucidating, and expressing purpose. These subprocesses designate a series of purposeful actions and speech acts that lead to the creation of involving events in a classroom and, together, they and their attendant strategies, conditions, and dimensions comprise a taxonomy of teacher behaviors. The data analysis supports the notion that student involvement is a central variable in the teaching process. (The primary concepts of the taxonomy emerging in the study are illustrated with excerpts from the extensive fieldnotes and interview transcripts.) (FL)

ED 248 568 CS 504 701

Gaddy, Gary D.; Biocca, Frank A.

Television as an Instrument in the Informal Education of Preschool Children: An Analysis of National Options.

PUB DATE- 26 Jan 84
NOTE- 41p.; Paper presented at the Annual Meeting of the International Communication Association (34th, San Francisco, CA, May 24-28, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Childrens Television; Commercial Television; *Educational Television; Financial Support; *Government Role; Learning Processes; *Media Research; *Policy Formation; Preschool Children; *Programing (Broadcast)

There are a number of ways that government policy might increase the educational benefits that preschool children receive from television. These include (1) direct government funding of educationally oriented broadcasts; (2) strengthened Federal Communication Commission rules mandating more educationally oriented television; (3) a national center for children and television; (4) tax incentives for research, development, and production of educational broadcasts; and (5) continuation of the status quo. Each of these policies was judged by several criteria, including efficiency in promoting education, the equity in distributing costs and benefits, and the degree to which each satisfies individual preferences. The resulting data, along with data gathered from existing research and from a survey of 119 people involved with children and television, suggested that the present arrangement in broadcasting for preschool children is unsatisfactory and ineffective. However, alternatives to the status quo, including direct funding and tax credits and, to a lesser degree, a center for children and television, showed promise of effectively promoting educational benefits through television. Tax credits, rulemaking, and--to a lesser degree--the center and direct funding options appeared the most equitable of the options, while direct fundings and tax credits appeared best in satisfying preferences. (FL)

ED 248 582 EA 017 052

Ediger, Marlow
Essays in School Administration.
PUB DATE- 82
NOTE- 96p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Administrator Role; *Administrators; Curriculum; *Educational Administration; Educational Environment; Educational Philosophy; Grouping (Instructional Purposes); Middle Schools; Motivation; Reading Instruction; *School Administration

Eleven essays on a wide range of topics related to school administration are presented. The essays are: "Philosophy of Education and the School Administrator," "Administration and the Curriculum," "Role of Administration in the Curriculum," "Issues in School Administration," "Administration in Education," "The Middle School," "Grouping Students in Reading," "Philosophy of Education in the Curriculum," "Grouping Students for Instruction," "School Organizational Climate and the Administrator," and "Motivation and the Administrator." (DCS)

ED 248 679 EC 170 458

Schirmer, Gene J.
Quantifying Emotional Disturbance.
PUB DATE- Apr 84
NOTE- 30p.; Paper presented at the Annual Convention of the Council for Exceptional Children (62nd, Washington, DC, April 23-27, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavior Problems; *Classroom Observation Techniques; Data Analysis; Data Collection; Elementary Secondary Education; *Emotional Disturbances; *Evaluation Methods; *Handicap Identification

Developed to provide an alternative system for identifying emotional disturbance in students, the manual begins by briefly reviewing problems in current identification approaches. An emotionally disturbed person is defined in the paper as someone who exhibits either too much or too little of a socially significant behavior. An approach is then described to quantify frequency of these behaviors and to compare these to frequencies of the same behavior in a reference group. Information is given on criteria for selecting an observation strategy (based on such questions as where, what and when to observe). Five ways in which data can be observed and reported in a graphical format are considered: frequency/time interval, rate, elapsed time, interval, and percentage. Possibilities for processing the observational data are suggested. The bulk of the paper is composed of appendixes listing observation strategies for commonly referred and observed behaviors (such as incomplete or unacceptable classwork or homework, crying, out-of-seat behavior and physical or verbal aggression); a sample tabulation form; examples of data recording; a summary of other techniques for interpreting behavioral data; and information on devleloping local norms. (CL)

ED 248 419 CG 017 691

Chappell, Neena L.; Blandford, Audrey
Adult Day Care: Its Impact on the Utilization of Other Health Care Services and on Quality of Life.
SPONS. AGENCY- Department of National Health and Welfare, Ottawa (Ontario).
PUB DATE- Nov 83
NOTE- 56p.; A version of this paper was presented at the Annual Scientific Meeting of the Gerontological Society (36th, San Francisco, CA, November 17-22, 1983).
GRANT- NHRDD-6607-1261-43
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Day Care; Community Involvement; Gerontology; *Health Services; Life Satisfaction; Longitudinal Studies; Older Adults; *Quality of Life
IDENTIFIERS- Long Term Care; Manitoba (Winnipeg)

The Adult Day Care Program (ADC) in the Province of Manitoba is a health and social service program providing socialization and recreation in a supportive environment to those who, without this intervention, might deteriorate in physical or mental health function. To examine the impact of adult day care on the utilization of other health care services (including long-term institutionalization, physician visits, and hospital stays) and on quality of life (including survivorship, overall well-being, activity, and social integration), 76 randomly selected Winnipeg, Manitoba older adults were interviewed. Study participants were matched with those using no home care or home care other than ADC. Interviews were conducted in 1980 and again in 1982. Interview data contained standard demographic information, health information, and activity and social interaction information. An analysis of the results showed that the ADC, per se, was not having a unique effect on the utilization of medical claims services or inpatient hospital services. Rather, in both instances, the ADC participants tended to fall "between" the users of other home care services (the heaviest users) and the nonusers of home care services (the lightest users). Participation in the ADC resulted in a greater likelihood that the individual would be assessed for long-term institutional care and would be admitted to a personal care home. No significant differences emerged between the groups in terms of survival. Participation in ADC led to increased life satisfaction and increased participation in specific activities. Participation also led to increased social integration, a change not shared either by users of other home care services or nonusers. These findings suggest that ADC appears to be successful in fulfilling the objective of socialization. (BL)

ED 248 449 CG 017 723

Glynn, Thomas J., Ed.; And Others
Preventing Adolescent Drug Abuse: Intervention Strategies. NIDA Research Monograph 47. A RAUS Review Report.
National Inst. on Drug Abuse (DHHS/PHS), Rockville, Md.
REPORT NO.- DHHS-(ADM)83-1280
PUB DATE- 83
NOTE- 271p.; Based upon papers and discussion from the RAUS Review Conference, Rockville, MD, April 14-15, 1983.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Collected Works - General (020) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Adolescents; *Community Programs; Counseling Services; *Drug Abuse; *Educational Needs; Health; Interpersonal Competence; Mass Media Effects; Personality Traits; *Prevention; Secondary Education; Social Influences; Values Education
IDENTIFIERS- *Health Behavior

This collection of papers begins with a presentation on the role of mass media campaigns in drug abuse prevention, emphasizing the need for skill development and family involvement. The next presentation addresses general and specific influences on health behavior including society, the family, peers, the school, and the individual. A three-dimensional model for health promotion is described. Community prevention projects in heart disease are presented with implications for drug abuse prevention. Research on the interplay of social, personality, and developmental factors is reviewed. The effects of alternative programming as a prevention strategy are given. School/parent group programs and research on their effectiveness are discussed. The values of drug abusers, from the perspective of belief system theory are addressed. Social skills training and educational needs are discussed. The monograph concludes with a summary of the discussions and recommendations of the participants for future research efforts. (BL)

ED 248 464 CS 007 742

Rubin, Andee; Hansen, Jane
Reading and Writing: How Are the First Two "R's" Related? Reading Education Report No. 51.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Aug 84
NOTE- 26p.
CONTRACT- 400-81-0030
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Classroom Techniques; Cognitive Processes; Cognitive Structures; Computer Software; Elementary Secondary Education; *Language Processing; Microcomputers; *Reading Instruction; *Reading Processes; *Writing Instruction; *Writing Processes
IDENTIFIERS- *Author Reader Relationship; *Reading Writing Relationship; Theory Practice Relationship

Education has often created and widened the distinctions between reading and writing rather than focusing on their relationship. More recently, however, research has advanced a view that recognizes reading and writing to be instances of communication between people. Research also suggests that five kinds of knowledge (informational, structural, transactional, aesthetic, and process) are critical to expertise in both reading and writing. For example, when readers compose messages, they need both the text and information of their own. When writers compose messages they begin with information and use text to convey it. Revision in both reading and writing focuses on information. Structural knowledge comprises knowledge of discourse structure and writing formulas. Writers produce texts with structure; readers use the structure when they construct meaning. Transactional knowledge relates primarily to the conceptualization of texts as a medium of communication between author and reader. In reading, such knowledge leads to investigating and questioning the author's purpose and even style. Aesthetic awareness, or the artistic side of language--its sound and rhythm--also constitutes a strong link between reading and writing. Finally, since both reading and writing are complex, awareness of the process by which knowledge is combined aids proficiency in both areas. Thus, since reading and writing do facilitate one another, they should be taught as related processes, with classroom contexts taking advantage of the communicative nature of reading and writing. (HOD)

ED 248 478   CS 007 758

Dollerup, Cay
Fairytale. A Preliminary Sketch of the Hypotheses Put Forward. Fairytale: An Interdisciplinary Turco-Danish Study of the Collective v. the Individual Nature of the Response to Literature. Working Paper No. 1.
Bosphorus Univ., Istanbul (Turkey). Dept. of Language and Literature.; Copenhagen Univ. (Denmark). Dept. of English.
PUB DATE- 13 Mar 80
NOTE- 28p.; Sponsored jointly by Unesco, NATO, and the Danish Research Council for the Humanities. For related documents, see CS 007 745-759.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cross Cultural Studies; *Folk Culture; Foreign Countries; Literature Appreciation; Oral History; *Reading Research; *Research Design

IDENTIFIERS- Denmark; *Fairy Tales; *Response to Literature; Turkey

The theoretical background of the interdisciplinary Turko-Danish Fairytale Project is discussed in this paper. The paper first offers support for the working hypotheses of the Fairytale Project, which was designed to determine (1) if there are aesthetic principles that are universal and that guide the reader's experience of literary works; (2) whether these principles are built into people by their cultural, economic, and social experiences; or (3) whether these principles are totally individualistic. Then, the theory of reader response that suggests that text does not exist outside the experiences of the readers/listeners is detailed. This theory is applied to the project. An explanation is provided of why explicit statements from different schools of critical thinking are needed in the planning stage, for pilot studies, and for the final assessment. A description of each of the seven fairy tales under consideration is also presented. An explanation of a phenomenological approach to some features in the seven tales is offered and the cultural factors, the Propp functions, and the Holbeck metafunctions that apply to each are described in detail. Fairy tales in relation to the reader/listener and psychological symbols found in the tales are also discussed. (CRH)

ED 248 493 CS 007 788

Flippo, Rona F.
Intonation Miscues and Apprehension of Text.
PUB DATE- Aug 84
NOTE- 33p.; Paper presented at the Annual Meeting of the World Congress of Applied Linguistics (7th, Brussels, Belgium, August 5-10, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Basal Reading; Beginning Reading; Elementary Education; *Intonation; Literature Reviews; Punctuation; *Reading Comprehension; Reading Difficulties; *Reading Materials; *Reading Research; Sentence Structure; *Textbook Content; Textbook Evaluation; *Textbook Preparation; Textbook Research
IDENTIFIERS- *Printed Materials

Working on the theory that intonation miscues caused by confusion over punctuation and other phrase boundaries will make the apprehension of text more difficult than necessary for young developing readers, a study reviewed the research and literature relevant to the effects of location of punctuation, phrasing, and line breaks in text and on the intonation and resulting comprehension and perception efforts of children. The findings provided some evidence to suggest the desirability of modifying textbook design for use with young, developing, unsophisticated readers. Among the recommendations made to textbook designers were the following: (1) use modified terminal punctuation for beginning and low ability readers, (2) use punctuation to indicate the boundaries between chunks of text, (3) consider the possibility of syllable duration and visual rhythm display in texts, (4) eliminate printed intonation cues in texts, (5) print phrasing of text in meaningful units to facilitate children's reading comprehension, (6) do not break chunked text due to lack of space at right margin, (7) make line breaks between phrases or toward the end of the sentence, (8) do not use "and" or prepositions at the beginning of a line of print, (9) eliminate sentences causing confused intonation from texts, and (10) provide information for dealing with intonation of text in teachers' manuals. (HOD)

ED 248 523 CS 208 556

Baxter, Douglas Clark
History 301J, "Research & Writing."
PUB DATE- Apr 84
NOTE- 10p.; Paper presented at the National Council of Teachers of English Spring Conference (3rd, Columbus, OH, April 12-14, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Content Area Writing; *Course Content; Course Descriptions; Curriculum Development; Heuristics; Higher Education; *History; *Integrated Curriculum; Teaching Methods; Writing Exercises; Writing for Publication; *Writing Instruction; Writing Processes

The integration of content area writing instruction into the history curriculum has been a slow process. A history course at Ohio University (Athens) offers students experience in writing the type of materials written by practicing historians: book reviews, journal articles, and articles for encyclopedias and biographical dictionaries. Such short writing assignments are also suited to 10-week academic quarters. The intended audience in the class is the educated, but nonspecialist, reader. Students select a research topic and then pursue it through the quarter, completing each of the genres in relation to their topic. Each piece is critiqued by the instructor, revised, and resubmitted. Grading involves marking of inappropriate grammar, spelling, and other mechanics, as well as noting organization, logic, clarity, and precision in language. This system provides continual writing experience and prompt feedback from the instructor. Most helpful to this class structure is the instructor's knowledge of English composition theory in the area of prewriting and of heuristics systems suggested by composition researchers. Such interdisciplinary efforts, although difficult to accomplish, are necessary if students are to integrate what they have been taught in English courses with the experience of writing in their own disciplines. (HTH)

ED 248 553 CS 504 680

Beall, Melissa L.
Is Subjective Judgment a Valid Means of Assessing Students' Communication Behavior?
PUB DATE- 12 Apr 84
NOTE- 23p.; Paper presented at the Annual Meeting of the Central States Speech Association (Chicago, IL, April 12-14, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavioral Objectives; Communication (Thought Transfer); *Communication Skills; *Evaluation Criteria; *Evaluation Methods; Higher Education; *Holistic Evaluation; Objective Tests; Primary Education; Secondary Education; *Speech Communication; Speech Instruction; Student Evaluation; Teacher Role

Using the premises that all communication efforts inside and outside the classroom setting are evaluated in some form and that teachers must use subjective judgment at least some of the time in measuring communication behavior, this report reaffirms the benefits of objective judgment and at the same time makes a case for subjective judgment as a necessary evaluation tool. The report first explains the paucity of information regarding the evaluation of communication acts that follow guidelines of the National Project on Speech Communication Competencies. It next describes the lack of evaluative instruments available to test comprehensive speaking and listening skills, and discusses how educators were forced to devise their own. Third, it examines several viewpoints stating that for various reasons communication skills assessment should be conducted by teachers in classroom situations. It then argues that teachers, because of their daily contact with students, are better qualified and able to assess a student's progress than are outside observers. The appendixes contain material taken from the "Target: Communication Skills" curriculum guide, and include a list of elements critical to program success, achievement indicators for kindergarten through grade 3, and grades 10 through grade 12, and student assessment record forms for communication skills in kindergarten through grade 3 and in grade 12. (CRH)

ED 248 614 EA 017 159

Randall, Ruth E.; DeLong, James

Ensuring Community and Staff Support in Budget Adjustments: Participatory Management in Action.

PUB DATE- 27 Sep 82
NOTE- 10p.
AVAILABLE FROM- Secretary, Independent School District 196, 14445 Diamond Path, Rosemount, MN 55068 ($2.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Board Administrator Relationship; *Budgeting; *Cooperation; *Educational Finance; Elementary Secondary Education; Inservice Education; *Participative Decision Making; *Problem Solving; Retrenchment; *School Community Relationship; Student School Relationship; Superintendents; Teacher Administrator Relationship; Teacher Participation
IDENTIFIERS- Independent School District 196 MN; Quality Circles

A school district in Rosemont, Minnesota, cut 2.4 million dollars from its general fund budget in 1982-83, a cut of almost 10 percent. Instead of splitting the community, the district emerged from the process stronger than before. This was accomplished through a 4-month participatory management process involving staff, citizens, parents, and students. First, recommendations for budget adjustments were solicited from the staff, then a task force on budget adjustment was established to categorize and rank the staff recommendations. Next the task force conducted a cost analysis for suggestions and put it into a format to disseminate to the community. After two board of education workshops that studied the budget issues, the recommendations were taken to parents and citizens. Staff members were trained to help facilitate public meetings, attended by 2,000 people, at the 10 elementary schools. "Quality Circles" were conducted with students to give them an opportunity to make suggestions. When the superintendent announced the budget reductions, the staff greeted her with a standing ovation and the board of education approved them unanimously. The public and the students had been treated as if they could understand complicated financing issues and rose to the challenge. Through a fully cooperative process, consensus was achieved. (MD)

ED 248 630 EC 170 408

Tomalesky, Michael; Jackson, Robert
The Safety Harbor Exceptional Student Center: Multiphasic Academic/Therapeutic Program Model.

PUB DATE- 83
NOTE- 8p.; Paper presented at the Minnesota Conference on Programming for the Developmental Needs of Adolescents with Behavioral Disorders (Minneapolis, MN, Fall, 1982). Contained in EC 170 401.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Emotional Disturbances; Models; Program Descriptions; *Residential Programs; *Self Control
IDENTIFIERS- *Safety Harbor Exceptional Student Center FL

The goals and model of the Safety Harbor (Florida) Exceptional Student Center for severely emotionally disturbed children are based on three major assumptions: success in school has a high positive correlation with success in society; most severely disturbed students can be returned to mainstream school programs; and the majority of severely disturbed students are capable of learning appropriate self-control skills. Goals for the student as well as for the center are specified. The program model is built upon six consecutive phases: behavior management system (including a token system and a response cost system), affective intervention, academic curriculum, therapeutic intervention, therapeutic curriculum, and additional services. (CL)

ED 248 647 EC 170 425

Areson, Ann H.; DeCaro, James J.
A Conceptual Framework for Foundations.
PUB DATE- Jun 84
NOTE- 58p.; In: Areson, Ann H., Ed. and DeCaro, James J., Ed. Teaching, Learning and Development: Volume I. See EC 170 424.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adjustment (to Environment); Career Development; College Students; Coping; *Curriculum Development; *Deafness; Decision Making; Educational Needs; *Introductory Courses; Postsecondary Education; Psychological Needs

The paper is part of a collection of papers commissioned by Foundations, a development project that focused on the career development needs of deaf college students. The background of the Foundations project at the National Technical Institute for the Deaf (NTID) is reviewed, including NTID admissions criteria and consent considerations. It is suggested that Foundations experiences should address four major processes to better prepare students to select and enter majors: decision making, reflection on the past and projection into the future (and applying this process to understanding current experience), effective studying and demonstration of a given level of competency in skill and knowledge areas, and ability to cope with conflicts inherent in the transition from the pre-college to the college environment. Further, it is suggested that Foundations experiences be designed to incorporate the following features: a learner-centered curriculum, maintaining a degree of content and instructor orientation; a high degree of interaction with faculty and peers; a set of rigorous institutional expectations, explicity stated; a curriculum and support system planned to optimize a student's experiencing success provided that expectations are fulfilled; and efforts to enhance cognitive, affective and psychomotor development that begin at the concrete experiential level and move toward abstraction and generalization. (CL)

ED 248 662 EC 170 441

Smebye, Helge Kr.
Giving the Child the Initiative during Social Interaction. A Model for Early Intervention Programs.
PUB DATE- Jan 84
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Case Studies; Classroom Observation Techniques; *Communication Skills; *Interaction; *Interpersonal Competence; Intervention; *Multiple Disabilities; Preschool Education; *Severe Disabilities; *Social Behavior

The report describes preliminary results of a study investigating the merits of teaching five severely and multiply handicapped preschoolers to take the initiative during social interaction with an adult using signals/actions already in his/her repertoire. Such initiative was theorized as fundamental to the development of communicative, intellectual, and social skills. A step-by-step shaping procedure of child interaction episodes is described, made up of finding the appropriate situation and designing the interaction pattern. Direct observation and caregiver reports on the approach, indicating promising improvements in communicative skills, moods, and outside interaction, are summarized. Case study material illustrates the use of forms developed to systematically describe the social interaction as it develops between the child and another person. (CL)

ED 248 695 FL 014 535

Crawford, Gary D.; And Others
Oral Language Proficiency Testing at the Foreign Service Institute. An Update--1983.
Foreign Service (Dept. of State), Washington, D.C. Foreign Service Inst.
PUB DATE- 83
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Standards; *Adult Students; Difficulty Level; Evaluation Criteria; Interviews; Language Proficiency; *Second Language Instruction; *Test Construction; *Test Use
IDENTIFIERS- *Foreign Service Institute DC; *Oral Proficiency Testing

The Foreign Service Institute (FSI) has been engaged in oral language proficiency testing theory and practice for more than 20 years. The FSI test has been consistent during this time in format, evaluation criteria, performance standards, and level definitions. Current concerns about the degree of standardization of the format and the strength of the inferences drawn from the test motivated the efforts to improve it. It was decided to revise: (1) the evaluation criteria by adding "discourse competence," reconstituting "structural precision," expanding "lexicalization," redefining "fluency," and de-limiting "comprehension;" (2) the performance standards, resulting in generic standards to describe performance with regard to six factors (blocking, dysfunctional, intrusive, acceptable, successful, and superior); and (3) the test format, resulting in standard stimuli common to tests in all languages and now consisting of three separate parts (a conversation, an interview task, and a briefing). (Author/MSE)

ED 248 723 FL 014 579

Sajavaara, Kari, Ed.
Cross-Language Analysis and Second Language Acquisition. Volume 2. Jyvaskyla Cross-Language Studies, No. 10.
Jyvaskyla Univ. (Finland). Dept. of English.
PUB DATE- Nov 83
NOTE- 292p.; For the companion volume to this document, see FL 014 578.
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Collected Works - General (020)
DESCRIPTORS- Afrikaans; *Contrastive Linguistics; Discourse Analysis; English; English (Second Language); Estonian; Finnish; Form Classes (Languages); French; German; Grammar; Intonation; Language Acquisition; *Language Research; Language Universals; *Linguistic Theory; Oral Language; Polish; Reading Comprehension; Reading Materials; Rumanian; *Second Language Learning; Semantics; Spatial Ability; Swedish

A collection of 21 papers, most presented at the Fifth International Conference on Contrastive Projects in June 1982 in Finland, includes: "Searching for Linguistic Universals through Contrastive Analysis," "Oral Discourse and Contrastive Analysis: Towards a French vs. Finno-Scandinavian Model," "Cultural Effect on the Comprehensibility of Reading Texts," "The Application of Some Parameters of Textlinguistics on Contrastive Analysis," "The Influence of the First Language: An Analysis of Learners' Questions," "Questioning Strategies in English and Swedish Conversation," "Pragmatic Equivalence in Contrastive Studies: Requests in Polish and English," "Giving and Getting Directions: Cross-Language Interaction Between Native and Finnish Speakers of English," "A Pragmatic Account of Proper Names in English and Polish," "A Functional Model for the Description of Modality in Contrastive Analysis," "Pragmatic Aspects of Definite Determination Without 'Prior Mention' in English and Polish," "Prepositional Usage in English and Afrikaans: Differences in Spatial Perception," "Remarks on Pronominal Reference and Definiteness in French and Finnish," "Emphasis and Ellipsis," "The Object in German and English According to Dependency Grammar: A Contrastive Analysis," "English Loanwords in Estonian," "English Loanwords in Romanian," "On Lexis: The Swedish Learner and the Native Speaker Compared," "The Semantics of 'Average' and 'Competitor': Two Instances of Dizzy Business or Busy Dizziness," "Chain Compounds--Anglicisms in Finnish?", and "Aspects of Perception in Learning Second Language Vowel Quality." (MSE)

ED 248 338 CE 039 591

Federal Pay Equity Act of 1984. Part 1. Hearings before the Subcommittee on Compensation and Employee Benefits of the Committee on Post Office and Civil Service, House of Representatives, Ninety-Eighth Congress, Second Session on H.R. 4599...and H.R. 5092. (April 3-4, 1984).

Congress of the U. S., Washington, D. C. House Committee on Post Office and Civil Service.

PUB DATE- Apr 84

NOTE- 373p.; Parts of this document may not reproduce well due to small type.

LANGUAGE- English

EDRS Price - MF01/PC15 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Adults; Career Education; *Employment Practices; Equal Opportunities (Jobs); *Federal Legislation; Federal Regulation; *Females; Government Employees; *Government Role; Hearings; Personnel Evaluation; *Salary Wage Differentials; *Sex Discrimination

IDENTIFIERS- Comparable Worth; Congress 98th

This document contains two congressional hearings on H.R. 4599, the Federal Pay Equity Act of 1984, and H.R. 5092, the Pay Equity Act of 1984. These bills would mandate the Office of Personnel Management to study wage discrepancies in the Federal classification structure and to devise a more equitable job evaluation program and would require periodic detailed reports of actions of various agencies to enforce Federal laws prohibiting wage discrimination. Testimony includes statements from Representatives in Congress, the Lieutenant Governor of California, and individuals representing the National Organization for Women; National Education Association; Service Employees International Union, AFL-CIO; National Pay Equity Committee; American Association of University Women; Office of Personnel Management; Communications Workers of America; American Federation of State, County, and Municipal Employees; Equal Employment Opportunity Commission; American Federation of Government Employees, AFL-CIO; American Postal Workers Union, AFL-CIO; American Nurses' Association; Federally Employed Women, Inc.; 9 to 5 National Association of Working Women; National Federation of Federal Employees; National Association of Government Employees; American Society for Personnel Management; AFL-CIO; Program of Policy Research on Women and Families; International Ladies' Garment Workers' Union; American Library Association; Association of Flight Attendants; and Special Libraries Association. (YLB)

ED 248 352 CE 039 632

Baldwin, C. Beth
Patterns of Adjustment: A Second Look at Indochinese Resettlement in Orange County.
Immigrant and Refugee Planning Center, Santa Ana, CA.
PUB DATE- Jul 84
NOTE- 116p.; For a related document, see ED 235 347.
AVAILABLE FROM- Publications Department, Immigrant and Refugee Planning Center, 3903 Metropolitan Drive, Suite 500, Orange, CA 92668 ($12.50).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Acculturation; Adults; Attitude Change; Cambodians; Community Attitudes; *Educational Attainment; Educational Attitudes; Employee Attitudes; Employer Attitudes; *Employment Level; Employment Problems; *Indochinese; Land Settlement; Laotians; Racial Attitudes; *Refugees; *Relocation; Unemployment; Vietnamese People; *Welfare Services; Work Attitudes
IDENTIFIERS- *California (Orange County)

The Immigrant and Refugee Planning Center conducted a survey to determine the progress of Indochinese refugee resettlement in Orange County, California, in 1983-84 and to compare it with that reported in a similar survey conducted in 1981. As in 1981, the results of interviews with employers, residents, and refugees were compiled in four critical areas of study: employment, education, welfare dependency, and Americanization/community adjustment. As a result of evaluation of the 1981 survey, more time was spent in the current study soliciting employers' opinions and perceptions. The study found that there are currently an estimated 77,000 Indochinese refugees in Orange County, an increase of 22,000 from the 1980 estimate. The great majority of these refugees are Vietnamese, with small subgroups of Lao, Lao Hmong, and Cambodians. Some of the findings of the study were that the Vietnamese, who arrived in the U.S. with more education and familiarity with the English language, have the highest employment rate and are least likely to depend on government aid. Their greatest concerns deal with finding desirable employment and being reunited with relatives still living in Vietnam. The study also found that the employment rate and ability to speak English are substantially higher among longer-time residents than among newer arrivals. In addition, the study found that younger refugees are arduously pursuing higher education and expect a brighter future. However, Orange County residents continue to exhibit prejudice against the refugees; many still believe that the Indochinese have received preferential treatment by the Federal government in terms of paying taxes, qualifying for loans, etc. Taking all statistics into account, however, the study showed an overall picture of progress in the resettlement effort. (KC)

ED 248 365 CE 039 665

Rivera, William M., Ed.; Walker, Sharon M., Ed.
Lifelong Learning Research Conference Proceedings (6th, College Park, Maryland, February 16-17, 1984).
Maryland Univ., College Park. Dept. of Agriculture and Extension Education.

PUB DATE- Feb 84
NOTE- 205p.; Document may not reproduce well due to marginal legibility.
AVAILABLE FROM- Department of Agricultural and Extension Education, Symons Hall, University of Maryland, College Park, MD 20742 ($13.00).
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; Adult Development; *Adult Education; *Adult Learning; Adult Literacy; Adult Students; Aging (Individuals); Community Development; Community Education; Conference Proceedings; Continuing Education; Correctional Education; Educational History; Educational Legislation; Educational Philosophy; Educational Policy; *Educational Research; Educational Technology; Extension Education; Federal Legislation; Foreign Countries; Higher Education; Learning Theories; *Lifelong Learning; Literacy Education; *Nonformal Education; Postsecondary Education; Professional Continuing Education; Research Utilization; Student Attitudes

These 41 papers reflect the conference's focus on nonformal adult education. A major goal of the conference was to facilitate dialogue between researchers and practitioners who are concerned with lifelong learning issues. Four papers focus on aging, specifically intergenerational experiences, preretirement leisure counseling, aging of the work force, and memory aids. Community development is emphasized in four papers that address resource utilization networks, community education as a response to unemployment, and attitude scales. Two papers describe correctional education programs. Participant changes in leadership capabilities and a cooperative extension faculty workshop are discussed in papers concerned with extension education. Three presentations on international education focus on adult education in Nigeria and Greece and Farming Systems Research and Development. Four papers on learning theory discuss Eduard Lindeman's critical theory of adult learning, learning contracts, a holistic view of the adult learner, and Ira Progoff's "Intensive Journal." Four papers on literacy address reading instruction, educational credentials, adult high school non-completers, and locus of control and course completion. Two papers address policy in terms of policy evaluation and issues in legislating adult basic education. Concerns of 10 papers dealing with postsecondary and higher education include cost effectiveness of continuing education, participation patterns in credit and non-credit courses, adult university students' expectations of instructor behaviors, self-concept theory, environmental cognitions, university outreach, and continuing professional education. Two papers discuss educational technology--educational television and interactive video instruction. Single papers are offered on three topics: adult development, adult education history, and educational philosophy. Descriptions of 10 organizational sponsors are given, including university, state, regional and 2 national organizations. Authors' names and addresses are included with their respective papers. (YLB)

ED 248 406 CE 039 746

Bell, T. H.

White House Challenge Forum for Small Businesses.
Department of Education, Washington, DC. Office of the Secretary.
PUB DATE- 26 Sep 84
NOTE- 9p.; Speech given at the White House Challenge Forum for Small Businesses (Tucson, AZ, September 26, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Business Responsibility; Cooperative Planning; *Cooperative Programs; *Educational Benefits; *Educational Cooperation; Educational Improvement; Guidelines; Program Development; Program Implementation; *School Business Relationship; Secondary Education; *Small Businesses; Volunteers
IDENTIFIERS- Arizona; Business Role; Private Sector

Small businesses can participate in a variety of partnerships with the educational community that can result in benefits to all partners. Examples of successful school-business partnerships in Arizona include the Aquafria Foundation in Evandale; the partnership among the University of Arizona, Pueblo High School, and the Puma County-State Bar Association; and the Tucson Unified School District Adopt-a-School Program. The benefits to be derived by a small business from participation in such a partnership with the local educational community are many--increased visibility and an improved image, increased teamwork among employees, and a better educated pool of potential employees. Partnerships between a small business and a local school can take any one of a number of forms, including administering a volunteer program to furnish teacher aides, sponsoring a reading or math contest and furnishing a company service or product as the prize, and conducting an educational enrichment activity such as a plant tour. To ensure a successful educational partnership, members of the partnership should set realistic goals that are agreeable to all involved, should be specific as to program methodologies and durations, and should work to keep the lines of communication among parties open at all times. (MN)

ED 248 435 CG 017 709

Dunn, Richard E., Ed.
Alcohol and Drug Awareness Program. Student Workbook.
Georgia State Dept. of Education, Atlanta.; Georgia State Patrol, Atlanta.
PUB DATE- 83
NOTE- 33p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Adolescents; *Alcohol Education; Drinking; *Drug Education; Drug Use; Safety Education; Secondary Education; *Traffic Safety; Workbooks
IDENTIFIERS- Drunk Driving; Georgia

This student workbook for the Georgia Alcohol and Drug Awareness Program consists of four sessions with two parts each. The first part of each session parallels and elaborates material taught in class, while the second part consists of an outline to facilitate taking notes in class. The first session deals with the relationship of drugs and alcohol to traffic safety. It includes a true/false drug knowledge test. Session 2 describes the physiological and behavioral effects of alcohol on driving ability, and presents a chart showing how impairment increases with alcohol intake. Session 3 discusses legal and insurance aspects of alcohol and other drug use such as the implied consent to chemical tests upon arrest, and penalties for driving under the influence in Georgia. The final session consists of a summary and evaluation focusing on the choice of drinking and drug use, with special considerations for teenage drivers. A glossary of terms is included. (JAC)

ED 248 539 CS 208 583

Reed, W. Michael; And Others
Daly and Miller's Writing Apprehension Test and Hunt's T-unit Analyses: Two Measurement Precautions in Writing Research.
PUB DATE- 83
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Attitudes; Higher Education; Research Methodology; *Research Problems; *Test Construction; *Test Validity; *Writing Apprehension; *Writing Evaluation; Writing Research; Writing Skills
IDENTIFIERS- Syntactic Maturity; *T Units; Writing Apprehension Test (Daly and Miller)

Writing researchers must be concerned with whether the instruments they are using are constructed as soundly as possible and, if so, whether they are performing the necessary analytic procedures to interpret the results correctly. To examine the logic in the construction of J. A. Daly and M. D. Miller's Writing Apprehension Test and the incomplete analytic procedures performed in K. Hunt's T-unit analyses, two experiments were conducted with college students. Results of the first experiment showed that the inclusion of the "uncertain" response choice in the writing apprehension test can lead to faulty results, thus lessening the validity of the instrument. Findings from the second experiment indicated that the assumption of a positive, linear relationship between syntactic complexity (T-unit analyses) and writing quality is inappropriate, especially when comparing diverse groups. The two experiments suggested that (1) either writers may be misassigned to writing apprehension groups or scores may not accurately reflect their degree of writing apprehension, thus confounding results, inferences, and theories on which other studies are subsequently based; and (2) essays may be evaluated for syntactic complexity with the false assumption that a positive, linear relationship exists between syntactic complexity and quality. (HTH)

ED 248 599 EA 017 131

State Legislative Policies on Private Education.
Education Commission of the States, Denver, Colo. Law and Education Center.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC. Educational Policy and Organization Program.
PUB DATE- Jan 84
NOTE- 525p.
GRANT- NIE-G-83-0007
LANGUAGE- English
EDRS Price - MF02/PC21 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Numerical/Quantitative Data (110)
DESCRIPTORS- Catholic Schools; *Compulsory Education; Elementary Secondary Education; Home Instruction; National Surveys; Parochial Schools; *Private Education; *Private School Aid; Private Schools; School Attendance Legislation; *School Law; *State Legislation; *Tables (Data)

The results of a survey of all state and territorial statutes relating to private education are displayed in 65 tables that include excerpts from statutes and citations. Because compulsory education laws provide the basis for most state regulation of private education, the survey also reveals basic requirements for children in public schools. The format for each table is that a specific question is asked; then responses, in alphabetical order by state, are either "No provision" or the relevant statute and legal citation are quoted. State responses to compulsory education and private education exhibit a fascinating range. Thirty-seven states explicitly prohibit assistance to private schools or, in some states, to parochial schools. Laws for school attendance age requirements range from 5 to 8 years for beginning school and from 13 to 18 years for ending school. The number of hours in a school day under compulsory education laws varies from 4 to 7 hours. Days of instruction required per year range from 150 to 190 days. Some states require private schools to be accredited; some require licensure; some make hardly any demands on private schools. (MLF)

Vasquez, Maria, Comp.; Carpenter, Linda J., Comp.
Resource Guide for Linguistically and Culturally Different Pupils with Exceptional Needs.
California State Dept. of Education, Sacramento. Div. of Special Education.; National Center for Bilingual Research, Los Alamitos, Calif.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Apr 84
NOTE- 64p.; This Resource Guide was produced by the Handicapped-Minority Research Institute at the National Center for Bilingual Research.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Bilingual Education; Cultural Differences; *Disabilities; Elementary Secondary Education; *Limited English Speaking; Organizations (Groups); Program Descriptions; *Research Projects; *Resource Materials; Special Education
IDENTIFIERS- *Bilingual Special Education

The resource guide is intended to introduce a sample of relevant literature to professionals interested in bilingual special education. Section I lists bibliographical citations and brief summaries for 16 position papers. The next section addresses reports of research completed (19 studies), while section III lists brief information summaries (project title and names of contact persons) for 14 projects in progress. The largest section of the book is the fourth, which provides information on the following types of resources: organizations, computer searches, published materials, additional contact persons, university training programs, parallel analysis of state bilingual and special education requirements, a survey of California district programs and a self assessment checklist. (CL)

ED 248 709 FL 014 565

Wilson, Marilyn
Developmental Patterns of Reading Proficiency in Adult ESL Students: Implications for ESL Classrooms.

PUB DATE- Mar 83
NOTE- 21p.; Revised version of a paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (Toronto, Ontario, March 1983).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Students; Developmental Stages; *English (Second Language); Longitudinal Studies; *Miscue Analysis; Oral Language; Reading Processes; *Reading Skills; Second Language Instruction; Second Language Learning; Story Reading; Story Telling

A study of the developmental patterns of reading proficiency of seven adult second language learners over a four-month period to determine the changes in their oral reading behavior and in their comprehension of written English is reported. The study looked specifically at oral reading and retelling. All subjects were beginning to low-intermediate level students of English as a second language (ESL) from a variety of language backgrounds. The stories selected were difficult enough for the readers to produce some miscues. Subjects read the stories orally, with no assistance from the teacher, and then retold them. The taped readings and retellings were then analyzed to determine proficiency levels and developmental patterns. Two specific hypotheses were addressed: (1) that ESL students would have some difficulty with the English inflectional system, and (2) that beginning ESL readers would make many miscues in oral reading but would decrease in miscues and increase the syntactic and semantic acceptablity of their reading. The first hypothesis was not borne out, since the forms used were classified as dialect miscues and not inflectional errors. The second hypothesis was borne out. Four conclusions are: (1) literacy acquisition in a second language is like that in a first language; (2) teachers must be aware of students' reading modes; (3) ESL students do not need to be totally proficient in English to become literate in it; and (4) when poor readers rely too much on graphic and syntactic information, their attention must be refocused. (MSE)

ED 248 509 CS 208 437

Knodt, Ellen Andrews
The Aims Approach: More Effective Writing for the Real World.
PUB DATE- 29 Mar 84
NOTE- 12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (35th, New York, NY, March 29-31, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classification; Content Area Writing; Higher Education; Interdisciplinary Approach; Relevance (Education); *Teaching Methods; *Transfer of Training; Writing Exercises; *Writing Instruction; *Writing Skills
IDENTIFIERS- *Audience Awareness; *Discourse Aims; Discourse Modes

Composition instruction based on aims of discourse rather than on modes can help students understand the purpose and function behind their writing. Such an approach, developed by Caroline Eckhardt and David Stewart, offers four categories that cover most purposes for writing in academic or career settings: (1) to clarify what the subject is, (2) to substantiate a thesis about a subject, (3) to evaluate a subject, and (4) to recommend that something be done about a subject. There are several advantages to this approach. First, it is easier for students to understand and apply. Second, since the focus of the categories is on the aim or purpose of communicating with someone, the students get a clearer sense of what audience means and what a real writing situation demands. Third, each category builds on the one before it, providing further practice in each writing skill. Finally, the approach makes it easier for the composition instructor to bring in assignments that explicitly use materials from other disciplines, thus giving the students a wider variety of situations in which to practice their skills. Students who have been taught the aims approach seem more aware of the writing process. Because they have so many strategies open to them to develop their essays (instead of one prescribed mode), they are more attuned to their need to adjust writing to the purpose of their communication and to the needs of the audience who will read it. (HOD)

ED 248 583 EA 017 054

Casserly, Michael, Comp.
Statistical Profiles of the Great City Schools: 1970-1982. Draft Report .
Council of the Great City Schools, Washington, D.C.
PUB DATE- 83
NOTE- 102p.
AVAILABLE FROM- Council of the Great City Schools, 1413 K Street, Washington, DC 20005.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Educational Finance; Elementary Secondary Education; Enrollment Trends; Federal Programs; Income; Lunch Programs; Mathematics Achievement; Population Trends; Poverty; Private Schools; Racial Composition; Reading Achievement; School Organization; *Statistical Analysis; *Urban Areas; Urban Demography

This statistical report profiles 32 large cities' school districts. The data, covering the years 1970-82, are presented under five areas: (1) great city demographies and school enrollment, (2) school staff and organization, (3) great city school finance trends, (4) federal programs, and (5) education programs. The report includes 22 tables and 18 charts that illustrate school trends nationally and in each district, and the data should be treated as the best available draft information until the second edition becomes available. (MD)

ED 248 325 CE 039 541

Ryan, M. Colleen; Friedman, Paul G.
Career Mentoring in a State Government Agency.
PUB DATE- Nov 83
NOTE- 31p.; Paper presented at the Annual Speech Communication Association Convention (Washington, DC, November 10-13, 1983).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Administrator Role; Adults; *Career Development; Females; *Interprofessional Relationship; Males; *Mentors; Professional Development; Sex Differences; *State Government; *State Officials; *Supervisors; Supervisory Methods
IDENTIFIERS- Kansas

Exchanges within the mentor-protege relationship, the effect of age and gender on that relationship, and the effect of that relationship on career progress and subsequent mentoring behavior are here studied for the first time in the context of a state government agency. Twenty-five males and 25 females were selected randomly from among 250 supervisors in the Kansas Department of Human Resources. Each completed the Career Influences Survey, an instrument created and assessed for internal reliability and construct validity especially for this study. Findings yielded a profile of mentoring behaviors received and provided by these supervisors, indicated a moderately significant relationship between the amount and kinds of mentoring received and provided, and revealed that men and women receive and provide similar amounts and kinds of mentoring (but that women provide more to other women than to men), that most supervisors report more primary (altruistic) reasons for mentoring than secondary (self-oriented) reasons, that supervisors' mentors were further from them in age than are their proteges and that the first mentor they encountered had the greatest influence on them. (Author)

ED 248 379 CE 039 706

Hayden, Ellen T.; Benson, Robert T.
V-TECS Guide for Hospital Ward Clerk.
South Carolina State Dept. of Education, Columbia. Office of Vocational Education.
PUB DATE- 84
NOTE- 578p.
LANGUAGE- English
EDRS Price - MF03/PC24 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Allied Health Occupations Education; Behavioral Objectives; Classroom Techniques; Clerical Occupations; Definitions; Guidelines; *Hospital Personnel; *Job Skills; Job Training; Lesson Plans; *Medical Record Administrators; *Recordkeeping; Records (Forms); Safety; Sanitation; Secondary Education; State Curriculum Guides; Teaching Methods
IDENTIFIERS- *Hospital Ward Administration; Patient Care; South Carolina

This curriculum guide consists of materials for use in teaching a course in job skills for hospital ward clerks. Included in the front matter of the guide are an introduction, guidelines for using the guide, and a course outline. The second section contains a job description, seven categories of job duties and tasks, a final examination, sample certificates of completion and letters of acknowledgement for completers of training, and an achievement record. Addressed in the individual job duty sections are the following topics: receptionist activities; clerical activities; admission, transfer, and discharge activities; managerial activities; recordkeeping activities; and environmental safety and sanitation activities. Each of these sections contains some or all of the following: a duty statement, a task statement, a performance objective, a performance guide, one or more learning activities, a list of tools and equipment, an evaluation activity, and a final checklist. Appendixes to the guide contain a listing of tasks and job titles, definitions, a tool and equipment list, and a bibliography. Concluding the guide is a supplement containing various sample forms. (MN)

ED 248 392 CE 039 725

Kelsey, Donald E., Comp.
Coudersport Consumer Mathematics Curriculum Guide. 0-4 Level ABE.
Coudersport Area School District, PA.

SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Div. of Adult Education and Training Programs.
PUB DATE- 84
NOTE- 53p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Basic Education; Adult Students; *Consumer Economics; Consumer Education; Curriculum Guides; *Educational Resources; *Instructional Materials; Learning Activities; *Mathematical Applications; *Mathematics Instruction; Problem Sets; Problem Solving; Test Items
IDENTIFIERS- *Noonan Spradley Diagnostic Program

This curriculum guide was designed by the Coudersport, Pennsylvania, school system to be used in teaching 0-4 level mathematics skills to adult basic education students. The guide is intended to provide consumer-oriented, problem-solving material that correlates with those skills found in the Noonan-Spradley Diagnostic Program of Computational Skills. The guide is organized in four sections. The first two sections provide background information about the program and suggestions for developing a student mathematics program. The third section presents a computational skills sequence, with sample problems for addition, subtraction, multiplication, and division. The final section contains consumer mathematics problems for addition, subtraction, multiplication, and division. Appendixes to the guide include suggested home study materials, examples of 0-4 level students' initial testing and record sheets, and suggested resources for teaching 0-4 level students. (KC)

ED 248 524　　　　　　　　　　　　CS 208 557

Pytlik, Betty P.
English 308J: Organizational Report and Letter Writing.
PUB DATE- Apr 84
NOTE- 8p.; Revised version of a paper presented at the National Council of Teachers of English Spring Conference (3rd, Columbus, OH, April 12-14, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Communication; Course Content; Course Descriptions; *Education Work Relationship; Higher Education; *Job Skills; *Letters (Correspondence); Teaching Methods; *Technical Writing; Writing Exercises; *Writing Instruction; Writing Processes
IDENTIFIERS- Audience Awareness; *Organizational Reports

The organizational report and letter writing course at Ohio University (Athens) is an advanced composition course designed to help students who expect to do such writing in their future jobs, but for whom technical writing and business communication courses are either inappropriate or insufficient. Students work in groups of four, investigating a topic of interest to all the members, using problem solving strategies to analyze writing situations, and writing short informative and analytical reports and letters. The eight writing assignments involve prewriting activities as well as revision. Students write with enthusiasm, and the collaborative nature of the activities reduces their anxiety toward group projects on the job. The assignments also provide students with an opportunity to consider a variety of audiences. (HTH)

ED 248 569 EA 016 647

Cooper, Bruce S.; Nakamura, Robert T.
The Unionization of School Administrators: A Study of Public Policy-Making and Labor Relations.
Dartmouth Coll., Hanover, N.H.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 83
NOTE- 398p.
GRANT- NIE-G-78-0061
LANGUAGE- English
EDRS Price - MF01/PC16 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; Board of Education Policy; *Collective Bargaining; Educational Administration; Elementary Secondary Education; Labor Legislation; *Labor Relations; Management Teams; *Middle Management; Organizational Development; Organizational Theories; Policy Formation; Principals; *Professional Associations; Superintendents; Teacher Associations; Teacher Strikes; *Unions
IDENTIFIERS- Public Employment Relations Boards; Rodda Act (California 1975)

This study offers a comprehensive analysis of the process of gaining and implementing public school administrators' right to unionize. The first two chapters consider why school administrators perceive the need for negotiation rights. Chapter I incorporates literature on the changing role, status, and work ethos of educational administration. Chapter II discusses four approaches to affiliation that administrators may take: with community, top managers, teachers, or with one another in a union-like relationship. Chapter III surveys the process of public policy-making and its effects for school supervisors, focusing on the passage and implementation of California's Rodda Act. Chapter IV details the implementation of state labor laws by school districts and by state bodies in California and Florida. Chapter V analyzes the metamorphosis of school administrator associations from clubs to unions in response to state policies and presents comparative data on administrator organizations in six districts. Chapter VI, which explores changes in the ideology and attitudes of school administrators as local bargaining develops, reports a survey revealing that union membership and collective bargaining among school middle administrators are strongly related to the level of agreement with top managerial opinions. Chapter VII speculates on future developments in unionization of school administrators and other public sector supervisors. (MJL)

ED 248 615 EA 017 160

Financing Education, Minnesota, 1984-85.
Minnesota House of Representatives, St. Paul. Education Committee.
PUB DATE- Aug 84
NOTE- 50p.; For the 1983-84 financing report, see EA 017 091.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
Numerical/Quantitative Data (110)
DESCRIPTORS- Categorical Aid; Elementary Secondary Education; Eligibility; Equalization Aid; Expenditure per Student; Foundation Programs; Property Taxes; *Resource Allocation; *School Funds; *State Aid; Tax Allocation
IDENTIFIERS- *Funding Formulas; *Minnesota

An introduction to Minnesota's educational finance system as of school year 1984-85, this compilation describes various aid programs, defines relevant terms, and shows how funds are allocated. The first section defines the following: the Foundation Aid Program, the state's basic school financing mechanism, which includes state and local funds with an equalizing factor and seven special allowances; other revenue programs, including referendum levies, summer school aid, and eight categorical aids; and variables, concepts, and procedures used to allocate funds. The remainder of the report illustrates with simple examples the eligibility criteria and funding formulae for foundation, categorical, and tax relief aids; compares the 1984-85 foundation program with the programs for 1983-84 and 1985-86; and summarizes the revenues available to school districts in 1984-85 and 1983-84. (MCG)

ED 248 631 EC 170 409

Gable, Robert A.
A Program for Prevocational Instruction for Adolescents with Severe Behavioral Disorders.
PUB DATE- 83
NOTE- 11p.; Paper presented at the Minnesota Conference on Programming for the Developmental Needs of Adolescents with Behavioral Disorders (Minneapolis, MN, Fall, 1982). Contained in EC 170 401.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Basic Skills; *Behavior Disorders; *Interpersonal Competence; *Prevocational Education; Program Descriptions; Secondary Education; Work Experience Programs

The article presents a detailed description of an integrated program that includes functional life-related academics, social skills training, and both simulated and actual time-limited work experience for severely behaviorally disordered youngsters (5-17 years old). The academic-remedial curriculum focuses on instruction in areas deemed essential to future vocational success. The social skills curriculum includes goals of following directions, appropriate language, interacting with peers and adults, and developing self-control. The prevocational component uses either simulated or time-limited work experience to emphasize work-related concept learning. (CL)

ED 248 680 EC 170 459

Chew, Stephen L.
The Use of Traffic Sounds by Blind Pedestrians.
PUB DATE- May 84
NOTE- 19p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (Chicago, IL, May 3-5, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Blindness; Spatial Ability; *Travel Training; *Visually Handicapped Mobility

A series of experiments were conducted to study variables affecting the alignment of blind pedestrians at street intersections. In the first two studies blindfolded sighted students, serving as adventitiously blind people undergoing mobility training, learned one of three strategies: no concrete strategy, tracking, and tracking and compensation. In the study, blind and blindfolded students were asked to align themselves to parallel oncoming and cross traffic. Results of the studies indicate that Ss preferred to track a car through the intersection and compensate rather than listen for the frequency and intensity shift of the passing car. Results supported reports of blind travelers that parallel traffic, especially parallel ongoing traffic, is more useful than cross traffic or turning traffic for mobility. Finally, blind and trained subjects needed only one parallel ongoing car for good alignment, indicating that alignment to traffic sounds can be both quick and accurate. Implications for mobility training and the study of ecological acoustics are discussed. (Author/CL)

ED 248 696 FL 014 551

Robson, Barbara
Malawi: Country Status Report.
Center for Applied Linguistics, Washington, DC. Language/Area Reference Center.
PUB DATE- Sep 84
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Armed Forces; Bantu Languages; Bilingualism; *Chinyanja; Elementary Secondary Education; *English; Ethnic Groups; *Foreign Countries; Higher Education; Industry; Language Maintenance; Language of Instruction; *Language Role; *Language Standardization; *Language Usage; Mass Media; Monolingualism; Multilingualism; Official Languages; Policy Formation; Politics; Public Policy
IDENTIFIERS- Chichewa; Lomwe; *Malawi; Tumbuka; Yao

A survey of the status of language usage in Malawi begins with an overview of the distribution and usage of English (the official language) and the native Bantu languages: Chichewa or Nyanja (Chinyanja), the language used by half the population; and three other Bantu languages also used there--Lomwe, Yao, and Tumbuka. The social situation favoring Chichewa/Nyanja's development, the prestige of English and its use for all official purposes, and the instability of language policy are described. A matrix follows that rates these five languages on: (1) their usage rating using State Department classifications; (2) increase and decrease trends by the year 2000; (3) chief of state use in addressing the populace; (4) use in armed forces, government, court, and diplomatic communications, written and oral; (5) use as a language of instruction or required language in higher education, on the secondary and elementary levels, and in adult education; (6) use in the popular press, radio and television broadcasting, and film; (7) business and professional use, written and oral; (8) use in intellectual circles; (9) the alphabet situation; (10) the status of indigenous literature; (11) use in public signs and notices; and (12) the availability of instructional materials and dictionaries in the native languages for use in English as a second language. Explanatory notes give the number and population percentages using the languages, the type of alphabet used, and specific instructional materials titles. A selected bibliography is also included. (MSE)

ED 248 450 CG 017 724

Reker, Gary T.; And Others
Meaning and Purpose in Life across the Life Span: A Cross-Sectional Multivariate Analysis.
PUB DATE- Mar 84
NOTE- 23p.; Paper presented at the Annual Meeting of the Western Gerontological Society (30th, Anaheim, CA, March 17-21, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Development; Adults; *Age Differences; *Aging (Individuals); *Attitude Change; Developmental Stages; *Developmental Tasks; Goal Orientation; Motivation; Psychological Patterns; *Quality of Life
IDENTIFIERS- *Life Span Development; *Meaningfulness

This paper explores the developmental changes in meaning and purpose across the life course. Thirty males and females at the developmental stages of young adulthood (16-29 years), early middle-age (30-49 years), late middle-age (50-64 years), young-old (65-74 years) and old-old (75+ years) completed the Reker and Peacock (1981) Life Attitude Profile (LAP). Multivariate analyses of variance of the LAP scores revealed significant age differences on four of the seven dependent variables: Goal Seeking (GS), Future Meaning (FM), Death Acceptance (DA), and Life Purpose (LP). Existential Vacuum (EV), Life Control (LC), and Will to Meaning (WM) yielded no significant age differences. Trend analyses of significant subscales showed that GS and FM decreased with increasing age; whereas, DA and LP increased with increasing age. These differences reveal that older individuals are less goal oriented, have a lessened need to find meaning in the future, are more accepting of death, and have greater life purpose. These findings provide support for Erikson's view that during late adulthood, the individual gains a new perspective on life and develops a sense of integrity. The person of integrity has a sense of self-identity, accepts death as the ultimate of life, is willing to affirm his/her lifestyle, and has an appreciation of past, present, and future. These findings also contribute to an understanding of the importance of attitude changes and their influence on the aging process. (Author/BL)

ED 248 465 CS 007 745

Dollerup, Cay, Ed.

Plan for an Interdisciplinary Turco-Danish Pilot Study of the Collective v the Individual Nature of the Response to Literature. Fairytale: An Interdisciplinary Turco-Danish Study of the Collective v. the Individual Nature of the Response to Literature. Report No. 1.

Bosphorus Univ., Istanbul (Turkey). Dept. of Language and Literature.; Copenhagen Univ. (Denmark). Dept. of English.

PUB DATE- 1 Feb 80

NOTE- 13p.; Sponsored jointly by Unesco, NATO, and the Danish Research Council for the Humanities. For related documents, see CS 007 745-759.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Cross Cultural Studies; Cultural Context; Cultural Differences; *Folk Culture; Foreign Countries; Literature Appreciation; *Reader Response; *Reading Research; *Research Design; Research Methodology

IDENTIFIERS- Denmark; *Fairy Tales; *Response to Literature; Turkey

Prepared as part of the interdisciplinary Turko-Danish Fairytale Project, this paper describes the design of a study intended to discover: (1) if there are aesthetic principles that are universal and that guide readers' experiences of works of literature; (2) whether the principles are built into people by their cultural, economic, and social experiences; or (3) whether readers' reactions are almost totally individualistic. After brief discussions of the rationale, purpose, and implications of the study, the paper offers information about the subjects, the texts used, and the data collecting procedures. The remainder of the paper consists of a tentative timetable and budget for the study. (FL)

ED 248 479 CS 007 759

Dollerup, Cay; And Others
Outline for the Additional Pilot Studies in Denmark in Stage 1 (Report 5, pp. 6-8). Fairytale: An Interdisciplinary Turco-Danish Study of the Collective v. the Individual Nature of the Response to Literature. Working Paper No. 2.
Bosphorus Univ., Istanbul (Turkey). Dept. of Language and Literature.; Copenhagen Univ. (Denmark). Dept. of English.
PUB DATE- 30 Sep 80
NOTE- 13p.; Sponsored jointly by Unesco, NATO, and the Danish Research Council for the Humanities. For related documents, see CS 007 745-759.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Folk Culture; Foreign Countries; Literature Appreciation; *Pilot Projects; *Reader Response; *Reading Research; *Research Design; Research Methodology
IDENTIFIERS- Denmark; *Fairy Tales; *Response to Literature; Turkey

Outlined in this paper are the plans for three additional pilot studies to be conducted in Denmark as part of the interdisciplinary Turko-Danish Fairytale Project. The project is concerned with the collective versus the individual nature of reader response to literature and the three pilot studies are: introspection studies during the reading, essay studies in writing, and studies to develop a tentative questionnaire to collect background variables. Sections of the paper discuss (1) readers in the Danish introspection study, (2) instructions (in Danish) to readers in the introspection study, (3) procedures used in the introspection studies, (4) procedures for the essay pilot study, and (5) procedures for the questionnaire study covering background variables. (HOD)

ED 248 494 CS 007 789

Marklund, Inger, Ed.; Hanse, Mona-Britt, Ed.
Learning to Read. Project No. 2239.
National Swedish Board of Education, Stockholm.
PUB DATE- Aug 84
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Collected Works - Serials (022)
DESCRIPTORS- Beginning Reading; *Cognitive Development; Dyslexia; Elementary Education; Followup Studies; Foreign Countries; *Prereading Experience; Reading Comprehension; *Reading Difficulties; Reading Processes; *Reading Readiness; *Reading Research; Research Methodology; *Self Concept
IDENTIFIERS- *Linguistic Awareness; Sweden

Successive studies conducted in Sweden have shown that linguistic awareness is an important prerequisite of learning to read. In one survey that measured the various aspects of the linguistic awareness of 6-year-old children, a very close connection was found between preschool linguistic awareness and reading proficiency in school. Another study that examined the influence of preschool exercises and games concluded that the capacity for discovering, dividing, and merging sounds could be developed before children actually started to learn to read at school, provided the exercises were properly structured and systematically conducted. Studies now

in progress are giving attention to the way in which linguistic awareness is related to other aspects of children's linguistic and intellectual development. The results of one such study show that dyslexic students often find it particularly hard to read constructed nonsense words. In studies of the reading process and comprehension, a technique has been developed for studying reading "on line." This involves a computerized text presentation system whereby only one part of the passage appears distinctly. By varying this presentation, it is possible to obtain a diagnosis of reading proficiency for different readers and to diagnose the text itself by seeing at what speed it can be read. Finally, followup studies of students in grades one through six reveal a connection between self-image and reading since the students who had overcome their reading problems by grade six displayed a positive self-image development. (HOD)

ED 248 554 CS 504 683

Porter, Sharon B.
Lest We Forget: The Role of Internships in Speech Communication.

PUB DATE- Nov 78
NOTE- 12p.; Paper presented at the Annual Meeting of the Speech Communication Association (Minneapolis, MN, November 2-5, 1978).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Higher Education; Internship Programs; *Speech Communication; Speech Curriculum; *Speech Instruction; Student Needs; *Student Teaching; *Teacher Education; *Teacher Improvement; *Teacher Interns; Teaching Methods

Two observations point to the need for improvement of teacher internship programs in speech communication: (1) the supply of education graduates is far greater than the demand, and (2) in many universities and colleges, communication departments are struggling for survival. Scholars of communication must provide the most competent leadership available for the field by offering the best training for teachers, who are in a position to influence, elicit excitement, and recruit for the discipline. The problems of teaching internship programs in communication include curricula aimed toward student achievement of specific competencies, the differing criteria used for selecting supervising teachers, and the wide variance in the amount and distribution of classroom teaching time. Also, because many schools do not employ full time speech

teachers, interns are sometimes required to spend time with instructors in two different schools. Some if not all of these problems could be significantly reduced or eliminated by strengthening the speech curriculum, attempting a cooperative arrangement between comunication and education departments, and placing student teachers in the best possible internship situations. (HTH)

ED 248 584 EA 017 056

Sample, John A.
Exploring Management Development Roles for Educational Administrators: Coach, Mentor and Sponsor.
PUB DATE- 1 Jun 84
NOTE- 29p.; Prepared for the Florida Council on Educational Management.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Administrator Education; Administrator Role; *Administrators; Change Strategies; Cognitive Style; Elementary Secondary Education; Higher Education; *Improvement; *Management Development; *Mentors; *Professional Development; Social Support Groups

IDENTIFIERS- *Coaching; *Florida

Florida's department of education and state university system face the question of how to institutionalize effective methods and techniques to improve administrators' performance. This report attempts to clarify the management roles of coaching, mentoring, and sponsoring. The clarification is necessary because, first, the terms (especially coaching and mentoring) are often used interchangeably, though the literature clearly differentiates these roles. Second, the development of each of the three roles may require different change interventions. These roles are best viewed as a continuum of advisory/support relationships that facilitate access to positions of leadership, authority, and power in management and professional fields. All three have merit and justification given the appropriate organizational context. Current and potential school administrators should be aware of the potential strengths and pitfalls associated with each role. Various models and approaches are suggested for the development of these roles. Schematic illustrations of five theories explained in the text are in the appendixes followed by over two pages of bibliographic citation. (MLF)

ED 248 648 EC 170 426

Athey, Irene
Theories and Models of Human Development: Their Implications for the Education of the Deaf.
PUB DATE- Jun 84
NOTE- 95p.; In: Areson, Ann H., Ed. and DeCaro, James J., Ed. Teaching, Learning and Development: Volume I. See EC 170 424.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Career Development; *Child Development; Cognitive Development; *Deafness; *Developmental Psychology; Language Acquisition; *Models; Moral Development; Personality Traits; *Theories

Part of a collection of papers commissioned by Foundations, a development project that examined the career development needs of students entering the National Technical Institute for the Deaf, the paper reviews a range of developmental theories and models that pertain to adolescents and young adults. An attempt is made to create a composite picture of the "typical" person of that age, and the models are scrutinized for indications or predictions about the behavior of individuals who, because of some handicapping condition and/or environmental deprivation, fail to reach or deviate from the expected "norm." The following seven types of theories and models are addressed (wherever possible, for each type, specific examples of maturational-biological, environmental, and interactionist approaches are cited): philosophical, cognitive-learning, language, personality, morality, education, and vocational. Implications of the various models for the deaf adolescent are then examined in terms of such topics as early experiences of trust and autonomy, questions of identity, issues of industry vs. inferiority, and cognitive and linguistic potential. (CL)

ED 248 407 CE 039 748

Gentry, Larry; Escoe, Adrienne

Training and Employment Prerequisites Survey: Nevada Correctional Centers for Youth. Southwest Regional Laboratory Technical Note.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.
REPORT NO.- TN-2-83/02
PUB DATE- 28 Feb 83
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Basic Skills; *Correctional Education; Correctional Institutions; Educational Research; *Employment Qualifications; Grammar; Job Skills; *Language Skills; *Mathematics Skills; Occupational Information; Occupational Tests; Predictive Measurement; *Prerequisites; Secondary Education; *Secondary School Students; Writing Skills
IDENTIFIERS- Nevada; Pre Algebra

Training and Employment Prerequisites Surveys were administered to students at two Nevada correctional institutions. The survey population consisted of secondary school students enrolled in English, reading, or mathematics classes. Subject-area teachers decided which students would receive Form A (for those working on skills normally taught in the elementary school) and which would receive Form B (for those working on post-elementary skills). In general, students did relatively well on most sections of the English literacy surveys multiple choice sections. On the writing sample sections the content items were consistently rated "acceptable." The form items presented a different story. Overall the three form characteristics--grammar, capitalization and punctuation, and spelling--were consistently weak in students' writing. Results of the pre-algebra surveys showed that scores on Form A indicated that no area was particularly weak. Skill area scores on Form B suggested that decimals and percentages were especially difficult for many students. (Results are shown in six tables. Detailed comments are made on specific items that were difficult for students.) (YLB)

ED 248 420 CG 017 694

Bell, David C.; Bell, Linda G.
Family Research Project Progress Report.
Houston Univ., Tex. Clear Lake City Branch.
SPONS. AGENCY- National Inst. of Mental Health (DHHS), Bethesda, Md.; Texas Univ., Austin. Hogg Foundation for Mental Health.
PUB DATE- 84
NOTE- 139p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Anorexia Nervosa; Child Abuse; *Child Development; Family (Sociological Unit); Family Problems; *Family Relationship; *Interaction Process Analysis; Systems Analysis

IDENTIFIERS- *Family Research Project

This document presents an overview and progress report on the Family Research Project, started in 1974 to (1) study the relationship between family process and individual development of family members, especially children, (2) conceptualize and measure system level variables describing family structure and process, (3) develop microanalytic measures of interaction appropriate to operationalize family variables, and (4) study a population of normal (i.e., unlabeled) families. The project's study samples, which were expanded to include both unlabeled (non-clinical) and clinical (child abuse, anorexic) populations, are described. The study methods (home interviews, questionnaires, two revealed difference tasks, and a semi-projective exercise called Paper Sculpture) are also outlined. Two coding schemes developed to study family interactions--the Global Scales, a macroanalytic measure expanded and modified from the Timberlawn scales, and the Interaction Process Coding Scheme, a microanalytic measure that codes oral interaction at the sentence and subsentence level--are appended. Selected research findings relating to family relationships are presented, highlighted by brief annotations and diagrams. A discussion of future research projects, including cross cultural and follow-up studies, concludes the document. (BL)

ED 248 436 CG 017 710

Building Self-Help: The Needs of the Elderly on the Southside of Atlanta. A Report of Three Workshops.

Clark Coll., Atlanta, Ga.

SPONS. AGENCY- Administration on Aging (DHHS), Washington, D.C.
PUB DATE- 83

NOTE- 68p.; This report of three workshops was supported through the Gerontology Career Preparation Program (Atlanta, GA, April 7-9, 1983; July 20, 1983; August 2-3, 1983).
GRANT- AoA-04-AG-00143/01
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Blacks; Community Resources; Financial Support; Gerontology; *Housing; *Needs Assessment; *Older Adults; Program Development; *Self Help Programs; *Social Support Groups; Workshops
IDENTIFIERS- *Georgia (Atlanta)

This document presents reports of three 1983 workshops held at Clark College in Atlanta on the needs of the elderly on the southside of Atlanta. The first workshop focused on the needs of the elderly in the areas of resources, housing and public safety, transportation, support groups and self-help, nutrition, and church involvement. The second workshop focused on the elderly's housing needs in relation to the need for support groups. Topics covered included present and future needs, managers as support group facilitators, ombudsman services, and support groups for independent older adults. The third and final workshop addressed issues in planning and funding self-help support activities. Topics covered included proposal research, census data sources, defining resource needs, and writing the proposal. The document appendices include a partial list of Atlanta support groups, a bibliography on support groups, and listings of program speakers and panelists, Clark College participants, members of the Clark College gerontology program advisory committee, and materials and resources. (BL)

ED 248 540 CS 208 584

Dvorak, Jack
Rating the Raters: Some Characteristics of Quill and Scroll's Newspaper and Newsmagazine Judges.
PUB DATE- Jan 84

NOTE- 20p.; Paper presented at the Mid-winter Meeting of the Association for Education in Journalism and Mass Communication (Baton Rouge, LA, January 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Evaluation Criteria; Faculty Advisers; *Individual Characteristics; *Journalism Education; *Judges; *Media Research; School Newspapers; *School Publications; Secondary Education
IDENTIFIERS- Newsmagazines; *Quill and Scroll

To prepare a profile of Quill and Scroll's newspaper and newsmagazine judges, questionnaires were sent to all 57 judges involved in the 1982 competition. Analysis of the 39 responses indicated that the typical judge (1) is female and has judged for two or more years, (2) has taught high school for five or more years, (3) holds certification to teach journalism, (4) has earned 30 or more semester hours of journalism credit, (5) moderately disagrees that knowing a newspaper's previous year's score would help in evaluations, (6) slightly disagrees that there is too much emphasis on graphics and design in the evaluations, (7) agrees that schools with large budgets tend to finish high in contests, (8) agrees that business practices should be part of newspaper evaluations, (9) strongly agrees that a qualified adviser is the single most important factor in producing an award winning publication, and (10) most strongly agrees that she or he is an exacting, thorough, and conservative judge. Other findings showed that the judge knew the previous year's score of each publication evaluated, while statistical comparisons of the years 1980 through 1983 showed no significant differences when previous years' scores were either known or not known. (Author/FL)

ED 248 600 EA 017 133

The Intergovernmental Balance in Education.

Department of Education, Washington, DC. Inst. of Museum Services.

PUB DATE- 83
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Advisory Committees; *Block Grants; Elementary Secondary Education; Federal State Relationship; Government Publications; Government Role; *Government School Relationship; *Hearings; Pamphlets; *Tax Credits; *Tuition
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 2

At five public hearings in San Francisco, Atlanta, Denver, Boston, and Cincinnati, representatives of state and local governments and of public and private education systems and other interested witnesses were asked for their viewpoints on three questions: (1) the role of the federal government in American education; (2) the effects of Chapter 2--the Block Grant provisions--of the Education Consolidation and Improvement Act of 1981; and (3) tuition tax credit proposals. A summary of viewpoints on the three agenda questions is provided, followed by the council's recommendations for further inquiry and study of education in the intergovernmental setting. The appendix contains a list of hearings participants and of those who submitted testimony in writing. (MLF)

ED 248 664 EC 170 443

Hearing on the Reauthorization of the Education of the Handicapped Act Amendments of 1984. Hearing before the Subcommittee on Select Education of the Committee on Education and Labor, House of Representatives, Ninety-Eighth Congress, First Session on H.R. 3435, To Revise and Extend the Education of the Handicapped Act, and For Other Purposes.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

PUB DATE- 14 Jul 83
NOTE- 67p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Disabilities; Elementary Secondary Education; *Federal Aid; *Federal Legislation; Hearings; Organizations (Groups); Special Education
IDENTIFIERS- Congress 98th

The proceedings are presented from a 1983 congressional hearing on the reauthorization of the Education of the Handicapped Act Amendment of 1984. The first section presents H.R. 3435 which includes new features on such topics as expansion of the State Implementation Grant program, emphasis on technical assistance in the education of deaf-blind students, and establishment of the National Advisory Committee on the Education of Handicapped Children. Also presented are statements of federal officials and statements, letters, and supplemental materials from professionals, elected officials, and organizations (such as United Cerebral Palsy Association, American Speech Language Hearing Association, and the Council for Exceptional Children). (CL)

ED 248 681 EC 170 460

Messerer, Jeffrey; Meyers, Gertrude
The Adequacy of High School Preparation on the Adult Adjustment of

Learning Disabled Youth.
PUB DATE- 83
NOTE- 14p.; Print is marginally legible.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Behavior Disorders; *Daily Living Skills; *Education Work Relationship; Graduate Surveys; High Schools; Job Skills; *Learning Disabilities

Ninety learning disabled (LD), 19 behavior disordered (BD) and 37 regular class (RC) graduates of greater Chicago high schools were surveyed to determine what, if any, difficulties they were experiencing after leaving high school. Results indicated that the LD's required additional training in job specific skills, instruction in writing checks, and felt unprepared to cope with "everyday living." LD's reported that classes in mathematics, English, and special and vocational education were most helpful for coping with life after high school. LD's and BD's envisioned themselves as living in the same location ten years from the present whereas RC's did not. Of added interest was the finding that parents of LD's appeared to have received less education compared to BD and RC counterparts. Implications for further research and for high school curriculum are discussed. (Author)

ED 248 710 FL 014 566

Gandara, Patricia C.; Samulon, Marta
Factors Influencing the Implementation of Language Assistance
Programs.
Rand Corp., Santa Monica, Calif.

SPONS. AGENCY- Department of Education, Washington, DC.
REPORT NO.- Rand-N-1940-ED
PUB DATE- Nov 83
NOTE- 70p.
AVAILABLE FROM- Publications Department, Rand Corporation, 1700 Main St., P.O. Box 2138, Santa Monica, CA 90406-2138 ($7.50).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Bilingual Education; *Delivery Systems; Elementary Secondary Education; English (Second Language); Federal Programs; *Federal Regulation; *Government Role; *Limited English Speaking; *Program Implementation; School Districts; Second Language Instruction

A study of the existing local needs, resources, and services for limited English speaking residents of the United States was undertaken to clarify local, state, and federal responsibility for the provision of services. For a small but representative sample consisting of eight school districts serving minority language students, the study provides answers to five questions: (1) What services are being delivered? (2) How do the patterns of service vary by district type? (3) What specific deficiencies in language assistance services are perceived by beneficiary groups and educators? (4) What is the apparent cause of these deficiencies? and (5) Do local beneficiary groups and educators see any need for federal regulation, and if so, what should the rules encompass? Key findings include these: (1) services to language minority students vary enormously among school districts; (2) language assistance services are seldom available in secondary schools despite the growing need; (3) few districts have adequate means for identifying need or assessing when it is appropriate to terminate instruction; (4) districts have serious problems finding qualified teachers and materials for some less common language groups; and (5) programs most favored include those that involve local communities in developing appropriate services. Two broad recommendations are made: that federal regulation is needed to assure that districts do not neglect the education of language minority children, and that the federal government should support research and development to improve language assistance programs. (MSE)

ED 248 724 FL 014 580

Wu, Mary A.
Computer Simulation and ESL Reading.
PUB DATE- Jul 84
NOTE- 22p.; Paper presented at the Summer Meeting of Teachers of English to Speakers of other Languages (6th, Corvallis, OR, July 13-14, 1984).

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LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Advanced Courses; Classroom Techniques; *Communicative Competence (Languages); *Computer Oriented Programs; Educational Research; Educational Theories; *English (Second Language); Higher Education; *Reading Instruction; *Second Language Instruction; *Simulation
IDENTIFIERS- Portland State University OR

It is noted that although two approaches to second language instruction--the communicative approach emphasizing genuine language use and computer assisted instruction--have come together in the form of some lower level reading instruction materials for English as a second language (ESL), advanced level ESL reading materials using computer simulation and games are not yet available. The structures of traditional foreign language simulations and of computer simulations are outlined and compared, and a model for computerized foreign language simulation is outlined. One simulation program currently used to teach elementary school students basic geological concepts is described. Three short-term classroom-centered studies of computer simulation in upper-intermediate and advanced level ESL at Portland State University are then described and their results are discussed. It is concluded that although no definitive claim can be made, computer simulation does increase active involvement in reading for understanding, is integrative and flexible, requires extra time, and should be stopped when goals are achieved and be followed immediately by followup feedback and exercises. (MSE)

ED 248 326 CE 039 558

Oversight of Vocational Education, 1983. Hearings before the Subcommittee on Education, Arts and Humanities of the Committee on Labor and Human Resources, United States Senate, Ninety-Eighth Congress, First Session on Review of Various Issues in Vocational Education Research and Examination of Cooperative, or Work-Site, Education and Vocational Education in Correctional Institutions. Part 2.

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.

REPORT NO.- Senate-Hrg-98-165-Pt-2
PUB DATE- 18 Oct 83
NOTE- 624p.; Document contains small type. For Part 1, see ED 235 346.
LANGUAGE- English
EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cooperative Education; *Correctional Education; Educational Benefits; Educational Legislation; *Educational Needs; Educational Policy; Educational Practices; *Educational Research; Federal Legislation; Financial Needs; Financial Support; Hearings; Needs Assessment; On the Job Training; Position Papers; Postsecondary Education; Program Effectiveness; *Public Policy; Research Needs; School Effectiveness; Secondary Education; Trend Analysis; *Vocational Education; Work Experience Programs
IDENTIFIERS- Congress 98th; Reauthorization Legislation; *Vocational Education Act 1963

This document contains the testimony and supporting printed evidence presented at an oversight hearing on the reauthorization of the Vocational Education Act. These hearings focused on various aspects of vocational education, including vocational education research, cooperative or worksite education, and vocational education in correctional institutions. Included in the hearings is testimony provided by representatives of the following agencies and organizations: the American Association for Counseling and Development, the American Association of Retired Persons, the National Association of State Supervisors of Vocational Home Economics Education, the University of California at Berkeley, the Association for Children and Adults with Learning Disabilities, the Youth Employment Company, the Texas Department of Corrections, the College of Business and Public Management at the University of Bridgeport, the Council for American Private Education, the National Correctional Education Association, the National Association of State Directors of Vocational Education, the Colorado State Board for Community Colleges and Occupational Education, the National Education Association, the National School Boards Association, the University of Tennessee, the National Association of Home Builders, the National Center for Research in Vocational Education, the Center for Occupational and Professional Assessment at the Educational Testing Service, and the Washington State Advisory Council on Vocational Education. Excerpts from various articles, publications, and communications dealing with vocational education are also included in the proceedings. (MN)

ED 248 339 CE 039 594

Geering, Adrian D.
The Role of Institutions in the Development of Human Resource Development.
PUB DATE- Aug 84
NOTE- 16p.; Paper presented at the 13th International Conference of the International Federation of Training and Development Organizations, the 11th Regional Conference of the Asian Region Training and Development Organization and the 7th National Conference of the Australian Institute of Training and Development (Sydney, Australia, August 6-10, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *College Role; *Educational Development; Foreign Countries; *Higher Education; *Labor Force Development; Postsecondary Education; Professional Development; Professional Education; *Professional Personnel; Research
IDENTIFIERS- *Australia; *Colleges of Advanced Education (Australia)

The development of human resource development (HRD) can be considered from two perspectives--the development of HRD as a concept and the development of HRD practitioners. If HRD as a field of study and practice is to develop, then the development of HRD practitioners is of paramount importance. In Australia, HRD is just beginning to come into its own as a field of professional activity. Postsecondary educational institutions, specifically the Colleges of Advanced Education (CAEs), have assumed five roles in the development of HRD. CAEs have contributed to the development of HRD practitioners and the field of HRD through: (1) the provision of tertiary courses of study to upgrade professional status of HRD practitioners; (2) the development of research in the HRD field; (3) a change in the role and practice of HRD practitioners; (4) the clarification of the conceptual base of HRD; and (5) promotion of the interchange of staff, ideas, and contributions to the HRD field. (YLB)

ED 248 380 CE 039 707

Curriculum Guide for Marketing and Distributive Education (First Year).

South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

PUB DATE- 83

NOTE- 256p.; For second year guide, see CE 039 708.

LANGUAGE- English

EDRS Price - MF01/PC11 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Behavioral Objectives; Business Administration; *Business Education; *Career Planning; Classroom Techniques; Cooperative Education; *Distributive Education; Employment Interviews; Guidelines; Interpersonal Competence; Job Placement; *Job Search Methods; Job Skills; Learning Activities; Lesson Plans; *Marketing; Secondary Education; Self Evaluation (Individuals); State Curriculum Guides; Teaching Methods; Values Clarification; Vocational Adjustment; Vocational Education

IDENTIFIERS- South Carolina

This curriculum guide consists of materials for use in teaching the first year of a two-year course in marketing and distributive education. Included in the guide are field review information, an introduction, a course outline, unit outlines for use in the first and second semesters of the course, and a bibliography. Topics addressed in the first semester of the course are an overview of marketing, the functions of marketing, the functions of marketing and the free enterprise system, forms of business organization, marketing management, marketing skills, social skills and marketing, beginning skills, and areas of marketing. Covered during the second semester of the course are self-awareness, values clarification, decision making, developing a career-life plan, job search skills, job interview and placement skills, and job maintenance. Each unit contains some or all of the following: a unit outline; a statement of purpose; and a lesson plan that consists of correlated lists of topics, behavioral objectives and learning activities, and related resources as well as one or more supplements in the form of activity sheets, handouts, transparency masters, and survey instruments. (MN)

ED 248 510 CS 208 445

Rimmer, Tony
Visual Complexity in Television News: A Time Series Analysis of Audience Evaluations of an Electronically Estimated Form Complexity Variable.
PUB DATE- Aug 84
NOTE- 61p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (67th, Gainesville, FL, August 5-8, 1984).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Audience Analysis; Measurement Techniques; *Media Research; *News Media; Programing (Broadcast); Research Needs; Television Lighting; *Television Research; *Television Viewing; Time; *Visual Stimuli
IDENTIFIERS- *Audience Response; *Visual Complexity

To explore the idea of image complexity, i.e., the more complex the television news image, the more appeal it will have to audiences, two time series measures were obtained by showing a regular half hour broadcast of a "CBS Evening News" program to a group of viewers. The two measures were an objective, machine-based measure of the complexity of the television image across space (static complexity), and a subjective, semantic differential measure obtained at 15-second intervals throughout the newscast from 110 subjects in a response laboratory. The incorporation of time lags revealed two particular features: (1) there was significant evidence of cumulation, reaching back as far as 150 seconds, in the effect the static complexity had on subject responses; and (2) the form complexity variable, static complexity, when lagged back 150 seconds and tested against an authoregressive form of the subject responses, accounted for some 31% of the variance in those subject responses. Results also revealed that subjects showed significant variation in their responses to the newscast material up to 120 seconds in advance of associated changes in static complexity. The results may have implications for research in television news that confines itself only to content based variables at the expense of form variables, and that assumes only a cross-sectional relationship between newscast material and audience responses. (Author/HOD)

ED 248 525 CS 208 558

Johannessen, Larry R.; Kahn, Elizabeth A.
Interaction in English Classes: An Exploratory Study.
PUB DATE- 82
NOTE- 33p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Classroom Communication; Classroom Environment; Classroom Techniques; *Educational Research; English Instruction; Group Discussion; High Schools; *Interaction; *Interpersonal Communication; *Teacher Student Relationship

A study was conducted to determine (1) whether teachers see a need for or value interaction in the classroom, (2) what methods they use to encourage interaction, (3) how much interaction actually occurs in high school English classrooms, and (4) what factors or methods encourage or discourage interaction. The study involved five high school teachers observed in the same class on consecutive days. The classes were audiotaped, as were interviews before and after the observation period. The results indicated that teachers saw a need for and tried to encourage interaction and that a wide range of interaction occurred in these classes, with different emphases on class discussion, individual presentations, small group interaction, and lecturing. The findings suggested specific factors or methods that tend to encourage or discourage interaction. The use of individual student presentations and student-led small group discussions may have contributed to higher levels of interaction. Teachers' questioning patterns during class discussions encouraged or discouraged interaction, depending on the ratio of teacher talk to student response and the nature of the questions. Finally, the activities used to introduce a specific piece of literature were critical to the level of interaction in the classroom. (HTH)

ED 248 616 EA 017 168

King, Jean A.
"A Piece of the Dirt": Curriculum Change at Boynton Middle School, August, 1983-February, 1984.
PUB DATE- Apr 84
NOTE- 50p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 23-27, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Change Strategies; *Curriculum Development; *Failure; Junior High Schools; *Middle Schools; *Program Effectiveness; School Effectiveness; Urban Schools

An underachieving middle school in the urban South, currently in the second of a 5-year curriculum development project, is the subject of analysis by the participant curriculum consultant. The names of the school and all participants have been changed to preserve anonymity. Field notes, school documents, formal interview notes, questionnaires, and demographic and test data are described to document the failure of the change process. Failure of the project is attributed to (1) absence of leadership by the principal and the related failure to actively involve classroom teachers; (2) lack of communication between teachers and change agents as to exactly what classroom change was expected and the failure to help teachers effect such change; and (3) ongoing functioning of the school taking precedence over curriculum change activities. (MLF)

ED 248 632 EC 170 410

Buktenica, Norman A.; Beare, Paul L.
Multidisciplinary Approach to Rural Service Delivery: A Transactional Perspective.
PUB DATE- 83
NOTE- 11p.; Paper presented at the Minnesota Conference on Programming for the Developmental Needs of Adolescents with Behavioral Disorders (Minneapolis, MN, Fall, 1982). Contained in EC 170 401.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Agency Cooperation; *Behavior Disorders; Coordination; Emotional Disturbances; *Interdisciplinary Approach; Intervention; *Rural Areas

Multidisciplinary team efforts to address educational problems of emotionally/behaviorally disordered students in rural areas are examined. The rationale for such an approach is considered from a transactional perspective which views behavior as a social phenomenon. The team organization and development goals are explained (including orientation to school and community), as are service goals (such as development of intervention programs that can become part of the existing structure of the school/community). The feasibility of persons from a variety of disciplines working in a collaborative team context is cited among the problem areas. Accomplishments found in an 8 year evaluation of the team included mobilization of a parent advisory committee, establishment of a volunteer program, and establishment of a walk-in peer counseling center for students. (CL)

ED 248 353 CE 039 633

Shelton, Elaine
Competency-Based Adult Education: The Past, Present and Future.
PUB DATE- 29 Nov 83
NOTE- 25p.; Keynote address at the National Competency-Based Adult Education Conference (8th, New York, NY, November 29, 1983).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Adult Basic Education; *Adult Education; Adult Literacy; *Competency Based Education; Curriculum Development; Educational History; *Educational Trends; *Functional Literacy; Futures (of Society); Information Dissemination; *Literacy Education; *Program Development; Program Implementation; State Programs; Vocational Education
IDENTIFIERS- Adult Performance Level

Although competency-based adult education (CBAE) has been practiced by teachers for centuries, the term was defined more fully and formal programs were developed around 1971. One of the prime forces in the growth of CBAE was the Adult Performance Level (APL) project at the University of Texas, a project that defined CBAE and produced suggested categories of the skills needed for adult functional literacy. Research through the years produced a list of characteristics of competency-based instruction, including explicit objectives, methods and criteria for achievement; alternative modes for reaching objectives; relevance to job or task analysis; continuous evaluation feedback; and individualized instruction. At present, CBAE is being implemented in some form in at least two-thirds of the states. Many of the programs focus on teaching life-coping skills as well as job skills. In addition, a Federal CBAE network has been established to link practitioners and keep researchers up to date. Today, there is increased recognition of the problem of functional illiteracy in this country, as evidenced by increased media attention, the Secretary of Education's initiative on adult literacy, and the influence of CBAE on the following: (1) vocational, correctional, military, and General Educational Development programs; (2) programs of the American Association for Adult and Continuing Education; and (3) products of commercial publishers. (KC)

ED 248 366 CE 039 668

The Impaired Nurse.

Morris County Vocational Technical School District, Denville, NJ.

SPONS. AGENCY- New Jersey State Dept. of Education, Trenton. Div. of Vocational Education and Career Preparation.
PUB DATE- 84
NOTE- 110p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; *Alcohol Education; *Alcoholism; Behavioral Objectives; Burnout; Course Descriptions; Curriculum Guides; *Drug Abuse; Drug Addiction; *Drug Education; Intervention; Minicourses; *Nurses; *Nursing Education; Postsecondary Education; Pretests Posttests

This mini-course for nurses is intended to establish an atmosphere conducive to the development of personal awareness of the ramifications of alcohol/substance abuse involving the nurse. Contents include the mini-course's goals and objectives, a course outline, copies of 11 handouts and a booklet written to provide information about nurse impairment due to alcohol and/or drugs, and the pretest/posttest. The curriculum section, after providing historical perspective in an introduction, deals with the following topics: classifications of commonly abused drugs, alcoholic substances, vocabulary/terminology, proposed causes of nurse impairment, commonly abused drugs in the nursing profession and signs and symptoms/behavior, prevention of nurse impairment, intervention, and legal and ethical implications. End notes, a list of references, and a selected bibliography are also provided. (YLB)

ED 248 393 CE 039 726

Planning and Implementing Supervised Occupational Experience Programs. Revision.

Montana State Univ., Bozeman. Dept. of Agricultural and Industrial Education.

SPONS. AGENCY- Montana State Office of Public Instruction, Helena. Dept. of Vocational Education Services.
PUB DATE- Jul 84
NOTE- 72p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Agribusiness; *Agricultural Education; *Agricultural Production; Behavioral Objectives; Classroom Techniques; College Freshmen; Educational Benefits; Experiential Learning; Higher Education; Learning Activities; Lesson Plans; Program Implementation; State Curriculum Guides; Student Motivation; Student Participation; Student Placement; *Supervised Farm Practice; Teaching Methods; *Vocational Education; Work Attitudes; Work Environment; *Work Experience Programs
IDENTIFIERS- Montana

This curriculum guide is designed for use in teaching an instructional unit in planning and implementing a supervised occupational experience program (SOEP) that is geared toward college freshmen enrolled in a vocational agriculture program. Addressed in the individual lessons of the unit are the following topics: the nature of work; reasons why an SOEP is for everyone in vocational agriculture; the values of an SOEP; personal skills, attitudes, and knowledge gained through an SOEP; attainment of long-range goals through supervised occupational experience; participation in an ownership SOEP; and participation in a placement SOEP. Each lesson contains some or all of the following: a statement of need; a suggested reading assignment; objectives; key questions, problems, and concerns along with pertinent teaching techniques and information; suggested learning activities; a list of references; transparency masters; and handouts. (MN)

ED 248 451 CG 017 725

Morrison, Vaughn, Ed.
Manual for School Social Work Internship Programs.
Illinois State Board of Education, Springfield. Div. of Specialized Education Services.
PUB DATE- Oct 84
NOTE- 47p.; For the manual for school psychology internship programs, see CG 017 726. Specialized Education Services
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Competence; Elementary Secondary Education; Guidelines; *Internship Programs; *Program Design; *Pupil Personnel Services; *School Social Workers
IDENTIFIERS- *Illinois

This manual, written for university program staff, students, and practitioners, delineates the requirements for and the philosophical concepts supporting the school social work internship program in Illinois. Chapter 1 presents the background and rationale for the internship program. Chapter 2 delineates eight areas of competency to be developed during the internship, e.g., knowledge of school organization and roles, communication skill development, and research skills. Chapter 3 lists the requirements and qualifications for approval as an intern, including enrollment in an approved university training program. Chapter 4 presents the requirements for internship site approval, while chapter 5 presents the requirements for intern field instructor approval. Chapter 6 lists the requirements for approval of the internship program, and chapter 7 presents guidelines for program evaluation. Three of the four appendices summarize the procedures, application process, and timeline for interns. The fourth appendix provides an example of a school social work internship program plan. (BL)

ED 248 466 CS 007 746

Doltas, Dilek, Ed.; And Others

Bibliography. Fairytale: An Interdisciplinary Turco-Danish Study of the Collective v. the Individual Nature of the Response to Literature. Report No. 2.

Bosphorus Univ., Istanbul (Turkey). Dept. of Language and Literature.; Copenhagen Univ. (Denmark). Dept. of English.

PUB DATE- 11 Mar 79
NOTE- 11p.; Sponsored jointly by Unesco, NATO, and the Danish Research Council for the Humanities. For related documents, see CS 007 745-759.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Aesthetic Values; *Cross Cultural Studies; Foreign Countries; Language Styles; Literary Criticism; Literature Appreciation; *Reader Response; *Reading Research
IDENTIFIERS- Denmark; *Fairy Tales; *Response to Literature; Turkey

Assembled in the course of the interdisciplinary Turko-Danish Fairytale Project, which examined the nature of collective and individual response to fairytale literature, this bibliography cites materials pertinent to response assessment. Listed by author, the subjects of the approximately 150 titles include language and meaning, poetics, literary criticism, the arts and interpretation, myth and fairytale, philosophy, and aesthetics. (HTH)

ED 248 480 CS 007 763

Kirkland, Eleanor R.

Writing to Read: A Computer-based, Language Experience, Writing and Reading System, as Used with Handicapped Children.

PUB DATE- Mar 84
NOTE- 29p.; Paper presented at the Annual Meeting of the Western Regional Reading Conference of the International Reading Association (10th, Reno, NV, March 1-3, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; Elementary Education; Language Acquisition; Language Processing; Language Skills; *Learning Disabilities; Microcomputers; Program Descriptions; Program Evaluation; *Reading Instruction; Skill Development; Teaching Methods; *Writing Instruction
IDENTIFIERS- *Reading Writing Relationship

"Writing to Read" is a computer based program designed to teach students with learning handicaps to "write to read." The philosophy of the program is that students will learn to read more effectively and efficiently if they are taught to write--to encode their normal language as the initial process in learning to read. Through the use of the IBM Personal Computer, the "Writing to Read" orogram develops skills by teaching children the phonemic constituents of the English language--not only the 26 letters of the alphabet, but also the 42 sounds of English that are represented in many different ways. It teaches them how to combine sounds and letters to create words, turn words into sentences, and write stories that are illustrated, bound into books, and read to the students' peers and to others. The program generates a great deal of student pride in their work and has been successful with approximately 600 students with a variety of learning problems. (An observation checklist for possible problems in language and intellectual development is included.) (Author/HTH)

ED 248 495 CS 007 791

Baghban, Marcia

Our Daughter Learns to Read and Write: A Case Study from Birth to Three.

International Reading Association, Newark, Del.

REPORT NO.- ISBN-0-87207-956-2

PUB DATE- 84

NOTE- 161p.

AVAILABLE FROM- International Reading Association, 800 Barksdale Rd., PO Box 8139, Newark, DE 19714 (IRA Book No. 956, $6.00 member, $9.00 nonmember).

LANGUAGE- English

EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Books (010)

DESCRIPTORS- Case Studies; Cognitive Processes; Early Childhood Education; *Early Reading; *Educational Research; Family Environment; *Language Acquisition; *Learning Processes; Parent Child Relationship; Reading Processes; Writing Processes; *Writing Readiness

With practical applications for parents and teachers, this book uses diary entries, tape recordings, and videotapes made by the child's mother from a researcher's perspective to chronicle a child's reading and writing development from birth to age three. The introduction provides an overview of how children learn to talk, read, and write; discusses the rationale for a case study; and explains the procedures used. The second section examines studies in the areas of language acquisition, early readers and writers, and drawing as a language art. The third section describes the child's introduction to books, providing examples of her reading behavior at various ages, while the fourth describes the development of her writing and drawing, depicting and analyzing a number of the child's writing and drawing samples. The last section presents a number of researcher-supported ideas on early reading and writing, language learning, and drawing. The book concludes with an extensive bibliography and list of the child's books. Appendixes contain transcripts of early reading interactions between the child and her mother, a list of signs the child read at age 26 months, and a list of her reading selections at age 30 months. (HTH)

ED 248 555 CS 504 684

Hellweg, Susan A.; Freiberg, Kevin L.

Corporate Quality Circles: Theoretical and Pragmatic Extensions.

PUB DATE- May 84
NOTE- 16p.; Paper presented at the Annual Meeting of the International Communication Association (34th, San Francisco, CA, May 24-28, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication Research; Cultural Differences; *Employer Employee Relationship; *Organizational Communication; *Participative Decision Making; Problem Solving; Productivity; *Quality Control; *Research Needs; Work Environment
IDENTIFIERS- *Quality Circles

Quality circles may be regarded as a form of organizational intervention strategy to enhance productivity and product quality through employee participation. Operationally, small groups of individual employees voluntarily meet regularly to (1) identify problems relating to productivity and product quality, (2) discuss them, (3) identify and analyze the causes of these problems, (4) recommend solutions to management, and (5) subsequently monitor the results. Although the concept was first introduced in Japan in 1950, there are now approximately 1,200,000 quality circles present in corporations on a worldwide basis, involving a membership of approximately 12,000,000 employees. Unfortunately, few empirical studies have appeared testing the viability of the quality circles concept, specifically in terms of desired organizational outcomes or communicative implications of their operation. Future research needs to test the specific effects of quality circles in various organizational contexts upon organizational functioning and the individual employee both to learn the degree to which they can be a successful intervention strategy, given the cultural differences from the country in which they originated, and to assess the conditions under which they operate most effectively. (HOD)

ED 248 649 EC 170 427

Belenky, Mary Field
The Role of Deafness and Education in the Moral Development of Hearing-Impaired Children and Adolescents.
PUB DATE- Jun 84
NOTE- 29p.; In: Areson, Ann H., Ed. and DeCaro, James J., Ed. Teaching, Learning and Development: Volume I. See EC 170 424.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Cognitive Development; *Deafness; *Hearing Impairments; *Individual Development; *Interpersonal Competence; *Moral Development; Personality Development; Social Development; Student Responsibility; Student Rights; Theories
IDENTIFIERS- Kohlberg (Lawrence); Piaget (Jean)

In this document, one of a series of papers commissioned by Foundations (a development project designed to examine the career development needs of students entering the National Technical Institute for the Deaf), the processes of moral development in persons with hearing impairments are examined. The work of J. Piaget is first reviewed, followed by a discussion of L. Kohlberg's six hierarchical stages of moral reasoning and a review of a responsibilities vs. rights orientation of morality. Research on moral development in hearing impaired students is reviewed, suggesting a delay in psychosocial development among the hearing impaired. Studies are then reviewed in terms of the effects of three factors on moral growth: cognitive development, liberation from the coercive constraint of adult authority, and social interaction. It is concluded that special efforts should be made to provide opportunities for dialogue within two broad types of social experience: those promoting a rights orientation through participation in governance and challenging intellectual study, and those promoting a responsibility orientation through more personal work with others. (CL)

ED 248 697 FL 014 552

Bruhn, Thea C.
Angola: Country Status Report.
Center for Applied Linguistics, Washington, DC. Language/Area Reference Center.
PUB DATE- Sep 84
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; *African Languages; Armed Forces; Bilingualism; Dialects; Elementary Secondary Education; Ethnic Groups; *Foreign Countries; Higher Education; Industry; Kituba; Language Maintenance; Language of Instruction; *Language Role; *Language Standardization; *Language Usage; Mass Media; Monolingualism; Multilingualism; Official Languages; Pidgins; *Portuguese; Public Policy; Spanish
IDENTIFIERS- *Angola; Kimbundu; Lunda Chokwe; Umbundu

A survey of the status of language usage in Angola begins with an overview of the usage and distribution of Portuguese as the official language, and the four most significant native languages and dialects spoken there: Umbundu, Kimbundu, Kikongo, and Lunda-Chokwe. The introduction of Spanish through Cuban trainers, teachers, and military advisors is mentioned, and the development of literacy and communication efforts is outlined. A matrix follows that rates these five languages on: (1) their usage rating using State Department classifications; (2) increase and decrease trends by the year 2000; (3) chief of state use in addressing the populace; (4) use in armed forces, government, court, and diplomatic communications, written and oral; (5) use as a language of instruction or required language in higher education, on the secondary and elementary levels, and in adult education; (6) use in the popular press, radio and television broadcasting, and film; (7) business and professional use, written and oral; (8) use in intellectual circles; (9) the alphabet situation; (10) the status of indigenous literature; (11) use in public signs and notices; and (12) the availability of instructional materials and dictionaries in the native languages for use in English as a second language. Explanatory notes give the number and population percentages using the languages, the type of alphabet used, and specific instructional material titles. A selected bibliography is also included. (MSE)

ED 248 408 CE 039 752

McKitric, Eloise J.
Assuming Multiple Roles: The Time Crunch.
PUB DATE- Oct 84
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adults; *Child Rearing; *Dual Career Family; Employed Parents; *Employed Women; Family Life; Family Relationship; Family Structure; Females; Homemakers; *Home Management; Job Simplification; Males; Sex Role; *Time Management

Women's increased labor force participation and continued responsibility for most household work and child care have resulted in "time crunch." This strain results from assuming multiple roles within a fixed time period. The existence of an egalitarian family has been assumed by family researchers and writers but has never been verified. Time management studies have consistently shown that American families spend close to 50 hours per week in unpaid household work. The nonemployed wife performs most of these services; employed homemakers have dealt with their "time crunch" problems by reducing time spent in household work and leisure. Virtually no shift has occurred in household work assumption by the male. One researcher has suggested that shifting household work to the husband, who is viewed as the primary income provider, may not be the answer. Two persons in the family would then be under increased stress. The family can either change to address the problem, or women can use time management techniques. Time management involves assessing what one wants to achieve, sequencing activities, and completing tasks. Work simplification strategies should be used to enhance family members in terms of task accomplishment. (Three tables are appended.) (YLB)

ED 248 421 CG 017 695

McCanne, Lynn P. Fisher; Weiner, Hubert

Group Treatment of College Students with Eating Disorders.

PUB DATE- Mar 84
NOTE- 7p.; Paper presented at the Annual Convention of the American Association for Counseling and Development (Houston, TX, March 18-21, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavior Modification; Behavior Problems; *College Students; *Eating Habits; Females; Feminism; *Group Therapy; Higher Education; Quality of Life; Social Support Groups
IDENTIFIERS- *Bulimia

Recent reports indicate that a significant number of college-age women suffer from bulimarexia. To investigate the success of experiential-insight, behaviorally-oriented therapy groups in helping college students cope with eating disorders, 26 students (25 females, 1 male) participated in 1 to 10 weekly therapy sessions. The groups, which were feminist in orientation, consisted of 6 to 8 members, and used behavioral techniques, guided fantasy, and awareness exercises to focus on social pressures. Follow-up questionnaires were completed by all subjects. The results showed that 75 percent of those treated for eating disorders reported some improvement in their eating problems over the preceding school year. The students attributed their improvement to the support they received and gave in group therapy. A principal goal of the therapy groups was a general improvement in members' lives, rather than limited change in eating behavior. More than half of those who reported improvement in eating problems also found positive change in their lives. (BL)

ED 248 437 CG 017 711

Liepman, Michael R., Ed.; And Others

Family Medicine Curriculum Guide to Substance Abuse.

Society for Teachers of Family Medicine, Kansas City, MO.
SPONS. AGENCY- Health Resources Administration (DHHS/PHS), Hyattsville, Md. Div. of Medicine.
PUB DATE- 84
NOTE- 355p.; Developed and compiled by the Task Force on Substance Abuse. Dot matrix printing, some pages are marginally reproducible.
CONTRACT- HRP-0905868

AVAILABLE FROM- Society for Teachers of Family Medicine, 1740 West 92nd Street, Kansas City, MO 64114.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Alcoholism; Curriculum Development; Curriculum Guides; *Drug Abuse; *Drug Rehabilitation; *Family Practice (Medicine); Family Problems; Higher Education; High Risk Persons; Pathology; *Pharmacology; *Prevention

This curriculum guide on substance abuse is intended for teachers of family medicine. Comments, learning objectives, teaching hints, and evaluations of knowledge are provided for each area in all chapters. Chapter 1 focuses on the pharmacology of commonly abused drugs including depressants, opioids, stimulants, hallucinogens, inhalants, and various drug interactions. For each substance, the chemistry, metabolism, psychoactive properties, body system effects, intoxication, and tolerance and dependence levels are discussed. Chapter 2 discusses the pathophysiology of ethanol abuse. Chapter 3 deals with the identification of substance abusers, while chapter 4 addresses change motivation. Chapters 5 through 7 address detoxification, rehabilitation, and prevention. Chapters 8 and 9 address chemical dependency in the family and in the family physician, taking into consideration assessment, treatment, and education and counseling needs. The last chapter presents strategies for curricular change in the university, the medical school, family medicine departments, and community training programs. References and materials citations are appended. (BL)

ED 248 570 EA 016 879

Wahab, Zaher
Education in Costa Rica: An Overview.
PUB DATE- Dec 83
NOTE- 19p.; Paper presented at the Annual Conference of the Western Region of the Comparative and International Education Society and the Far Western Philosophy of Education Society (Los Angeles, CA, December 2-4, 1983).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; Curriculum; *Education; Educational Finance; *Educational History; Educational Objectives; Educational Planning; *Educational Policy; Educational Quality; *Organization; Political Influences; Politics of Education; Private Education; *Problems; Relevance (Education); Rural Urban Differences; Special Education; Teacher Education
IDENTIFIERS- *Costa Rica; United States

Costa Rican education, although fairly successful compared to other Third World or Latin American countries, has serious problems needing action, including (1) large discrepancies between educational ideals and the realities of urban privilege, with regard to access and quality, and (2) a rote, narrow, superficial, impractical education. Other problems include a lack of textbooks, support services, and well-trained teachers; inadequate coordination within education and between education and national needs and realities; the heavy politicization of education; the need for decentralization of educational management; a lack of educational research; heavy United States influence; and declining cost-effectiveness. This overview includes sections on the history of educational development, educational planning, school system structure and organization, educational access and quality, private education, national financing and costs of education, student costs, curriculum, special education, teacher training, United States influence, and problems. (DCS)

ED 248 585 EA 017 064

Seeley, David S.
Educational Partnership and the Dilemmas of School Reform.
PUB DATE- 14 Oct 84
NOTE- 12p.; Paper presented at the Annual Meeting of the National Association of State Boards of Education (New Orleans, LA, October 1983).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Involvement; Cooperative Planning; *Educational Change; *Educational Cooperation; Educational Environment; Elementary Secondary Education; Family Involvement; *School Role; School Support; Student School Relationship; Volunteers

Today's educational reform proposals are undermined by four dilemmas. First, the public may demand visible results before it will provide the funding needed to achieve them. Second, higher academic standards will increase failure rates, while more attainable standards will inadequately educate students. Third, the current focus on high schools may detract from improvements still needed at other levels. Fourth, to say that public schools have "failed" may lower teacher morale and public support, yet not to do so ignores problems that must be solved. These dilemmas arise from a faulty assumption that improving school services automatically improves learning; reformers overlook the relationship between students and services. A new model is needed--an "educational partnership" in which home, school, and community share the responsibility for education and in which school services are but means to the end of learning. This model can solve the above four dilemmas as follows: (1) by redirecting energy from placing blame to constructive collaboration; (2) by stimulating improvement at all educational levels; (3) by providing help for students with difficulties; and (4) by requiring very little money to start. Once partnership is established, the community will be willing to fund needed services. This approach, though it is no panacea and must overcome bureaucratic inertia, offers a real chance of success. (MCG)

ED 248 601   EA 017 139

Kienapfel, Bruce
Merit Pay for School Administrators: A Procedural Guide.
Educational Research Service, Arlington, Va.
PUB DATE- 84
NOTE- 70p.
AVAILABLE FROM- Publications Sales, Educational Research Service, Inc.; 1800 North Kent Street, Arlington, VA 22209 (Stock No.22-00032; $24.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Administrator Evaluation; *Administrators; *Board of Education Policy; Evaluation Criteria; Evaluation Methods; Incentives; *Merit Pay; Occupational Information; *Promotion (Occupational); *Salaries; School Districts; Tables (Data)

To help school districts develop a merit pay salary system for administrators, this monograph uses a question and answer approach organized around five components necessary for implementation. These are: (1) a decision-making process that encourages input from the whole staff; (2) a salary schedule that reflects in financial terms the requirements and responsibilities of each administrative position; (3) an assessment process that accurately defines the characteristics and activities of an excellent administrator and accurately discriminates between a superior and a below-average administrator; (4) a conversion formula that financially rewards excellent administrative performance by converting assessment scores into salary increases; and (5) a review process designed to improve the assessment, salary, and merit system on a frequent basis. Questions based on these components are answered in several different ways to show different approaches to the same question. Relationships between questions are identified. Descriptions from actual merit pay plans drawn from 36 school districts are often used as examples. Job descriptions for a junior high school principal and for an assistant principal are included in the appendices. (MLF)

ED 248 633   EC 170 411

Coffey, Osa D.
Meeting the Needs of Youth from a Corrections Viewpoint.
PUB DATE- 83
NOTE- 7p.; Paper presented at the Minnesota Conference on Programming for the Developmental Needs of Adolescents with Behavioral Disorders (Minneapolis, MN, Fall, 1982). Contained in EC 170 401.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Compliance (Legal); *Correctional Education; *Disabilities; Elementary Secondary Education; *Special Education; Special Education Teachers
IDENTIFIERS- Education for All Handicapped Children Act

Issues in the correctional education of handicapped children are addressed and reasons for lack of full compliance with P.L. 94-142, the Education for All Handicapped Children Act, are examined. It is suggested that it is unreasonable to expect corrections to provide highly specialized education and other rehabilitation services, due to such problems as shortage of trained staff, high turnover of population, and difficuly in finding and involving parents. Several approaches are listed whereby special educators can help solve the problems, including educating correctional administrators to understand the law and its implications and becoming expert witnesses in court. The necessity of promoting cooperation between correctional and special educators is emphasized. (CL)

Harris, Karen R.; Graham, Steve

Improving Learning Disabled Students' Composition Skills: A Self-Control Strategy Training Approach.

PUB DATE- Apr 84
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984). This Study was supported in part by a grant from the University of Maryland, Division of Human and Community Resources.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Elementary Education; Generalization; *Learning Disabilities; *Self Control; *Teaching Methods; *Writing (Composition)

The study investigated whether a self control strategy training procedure was effective in improving compositions of two 12-year-old learning disabled students. Effects of training on three objective aspects of compositions (number of different action words, action helpers, and describing words) were investigated using a multiple baseline across behaviors nested within a multiple baseline across subjects design. Results indicated that Ss' use of these selected parts of speech increased substantially above baseline, as did mean number of words per story. Additionally, stories written after training received substantially higher quality ratings than those written during baseline. Generalization and maintenance probes taken up to 14 weeks after training yielded positive results. (Author/CL)

ED 248 682 EC 170 461

Dee, Lesley
Routes to Coping: Implementing Teaching Programmes for Students with Moderate Learning Difficulties. A Special Needs Document.
Further Education Unit, London (England).
REPORT NO.- ISNB-0-946469-70-9
PUB DATE- Apr 84
NOTE- 106p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adaptive Behavior (of Disabled); *Communication Skills; *Coping; *Daily Living Skills; *Disabilities; Postsecondary Education; *Self Care Skills; *Work Experience Programs; Young Adults

The manual examines three teaching programs designed to help special needs young adults cope with the normal demands of living in the community. Instruction is provided in college-based and community-based facilities by a course team. Three basic programs cover communication skills, self-help, and work experience. Each program includes information on general objectives, program organization (facilities, students, course team, and teacher role), planning, and student outcomes. Program content is charted according to its various levels for each of the three programs. Sample evaluation and assessment forms, questionnaires, and student activity sheets are provided. (CL)

ED 248 725 FL 014 581

Verts, Lita J.
Integration of ESL/LEP Students into the University.

PUB DATE- 14 Jul 84
NOTE- 24p.; Paper presented at the Summer Meeting of Teachers of English to Speakers of Other Languages (6th, Corvallis, OR, July 13-14, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Ability; *Academic Advising; Asian Americans; Cheating; College Second Language Programs; College Students; *English (Second Language); Extracurricular Activities; Graduation Requirements; Higher Education; Hispanic Americans; *Limited English Speaking; Native Language Instruction; Plagiarism; *Second Language Instruction; *Student Attitudes; Student Participation; *Student Personnel Services
IDENTIFIERS- Oregon State University

In 1980, Oregon State University began a program going beyond the usual procedure for students of English as a second language (ESL), which involved putting them in intensive English programs until they could pass the Test of English as a Foreign Language and then sending them on to a regular academic program. It was found that this traditional approach left students underprepared in more than language skills for further college work. The new program, limited at present to U.S. citizens and permanent residents, primarily Asian Americans and Hispanic Americans, begins with comprehensive placement testing for language, math, writing, and reading. Academic advising follows, an important process for students who feel that developmental classes and general education inhibit their progress toward a specialized degree or who have little direction or understanding of the reasons for the curriculum design. Personal counseling is also provided for housing problems, financial aid, and interpersonal relations. Developmental classes in English, reading, writing, math, personal development, and native language literacy follow, and other services available include tutoring for any course on request, cultural enrichment or extracurricular activities, and other student personnel services. Among the mistakes made to date are lack of adequate early orientation, inadequate communication concerning cheating and plagiarism, and inadequate communication about deadlines and timelines. However, the program has high retention and graduation rates and provides a broad range of needed services for these students. (MSE)

ED 248 340 CE 039 595

Industry & Technology Education. A Guide for Curriculum Designers, Implementors, and Teachers. Bulletin No. 4432.

Wisconsin State Dept. of Public Instruction, Madison.

SPONS. AGENCY- Technical Foundation of America, Lansing, IL.
REPORT NO.- WSDPI-Bull-4432
PUB DATE- 84
NOTE- 376p.; Title page subtitle reads "A Guide for Developing Contemporary Industrial Arts/Technology Education Curricula."
LANGUAGE- English
EDRS Price - MF01/PC16 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Communications; Construction (Process); Course Content; *Course Descriptions; Course Objectives; *Curriculum Design; *Curriculum Development; *Industrial Arts; *Industrial Education; Learning Activities; Manufacturing; Program Development; *Program Implementation; Secondary Education; Teaching Methods; Technical Education; Trade and Industrial Education; Transportation

This operational level implementation guide is intended for the local or state curriculum designer of industrial arts/technology education curricula. A rationale and mission statement for industry and technology education appear first. The assumptions upon which program structures were developed are listed, and the three model program structures that were developed to accommodate industrial arts programs of three sizes--small, medium, and large--are described. The five common elements of each program structure are discussed, and charts of the three programs are presented. Structures are provided for these 18-week-long courses: an introductory foundation course, communication, construction, manufacturing, transportation, and two synthesis courses (research and development and enterprise). This information is given for each course: course description, course objectives, and an outline detailing content and representative activities. In addition, a chart indicating content for the three programs and an introduction to the subject are provided for the four courses dealing with the content areas (communication, construction, manufacturing, transportation). Guidelines are recommended for initiating and implementing an industrial arts program reflecting the intent of this guide. Appendixes include the Jackson's Mill Industrial Arts curriculum theory and taxonomies for each content area. (YLB)

ED 248 381 CE 039 708

Curriculum Guide for Marketing and Distributive Education (Second Year).

South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

PUB DATE- 83

NOTE- 205p.; For first year guide, see CE 039 707.

LANGUAGE- English

EDRS Price - MF01/PC09 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Administration; Advertising; Audiovisual Aids; Behavioral Objectives; *Business Education; Classroom Techniques; Communication Skills; Cooperative Education; *Distributive Education; Guidelines; Human Relations; Learning Activities; Lesson Plans; *Marketing; Mathematics Skills; *Merchandising; *Salesmanship; Secondary Education; State Curriculum Guides; Teaching Methods; Vocational Education

IDENTIFIERS- South Carolina

This curriculum guide consists of materials for use in teaching the second year of a two-year course in marketing and distributive education. Included in the guide are field review information, an introduction, a course outline, a series of unit outlines, a bibliography, and a list of audiovisual materials. The following topics are addressed in the unit outlines: cooperative education programs in marketing, communication skills in marketing, merchandising skills in marketing, personal selling skills, math for marketing, product and service technology, display and sales promotion, advertising, human relations skills in marketing, management skills in marketing, and store organization and operations. Each unit contains some or all of the following: a unit outline; a statement of purpose; and a lesson plan that consists of correlated lists of topics, behavioral objectives and learning activities, and related resources as well as one or more supplements in the form of activity sheets, handouts, transparency masters, and survey instruments. (MN)

ED 248 467 CS 007 747

Doltas, Dilek, Ed.; And Others
Fairytale in Tradition and Literature. Fairytale: An Interdisciplinary Turco-Danish Study of the Collective v. the Individual Nature of the Response to Literature. Report No. 3.
Bosphorus Univ., Istanbul (Turkey). Dept. of Language and Literature.; Copenhagen Univ. (Denmark). Dept. of English.
PUB DATE- 1 Feb 80
NOTE- 12p.; Sponsored jointly by Unesco, NATO, and the Danish Research Council for the Humanities. For related documents, see CS 007 745-759.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Cross Cultural Studies; Cultural Context; *Folk Culture; Foreign Countries; *Literature Appreciation; Oral History; Philosophy; *Reader Response; *Reading Research; Research Design; Research Projects
IDENTIFIERS- Denmark; *Fairy Tales; Oral Literature; Oral Tradition; *Response to Literature; Turkey

Written literature has evolved over a long period to an entity separate from oral tradition. Written literature aspired to perpetuation, to the creation of written "monuments." This aspiration caused authors to find the means of multiplying authentic versions so that they could popularize their "original" form unchanged. On the other hand, oral tradition involved creative changes with each retelling. Folktale, legend, and fairy tale are considered to be the three major genres of folklore. At times it is difficult to differentiate between what is considered fairy tale and what is considered folktale. The majority of scholars of the fairy tale--whether psychologically, sociologically, or literarily oriented--all agree that the fairy tale as a narrative genre centers on human kind and its inner states. The fairy tale reflects the pains of growing up, the process of finding out about the objective world and coming to terms with it, learning to accept difficult challenges, and having faith in happy outcomes. In spite of the vagueness and considerable universality of a tale, it is possible to associate a specific version of a fairy tale with a particular culture or community. Narrators consciously reflect the traditional beliefs, customs, and values of their own community in their narratives. In seeking to study the collective versus the individual nature of reader response, the Turko-Danish Fairytale Project takes the fairytale as its point of departure, with the belief that if there are any universal or collective aesthetic values, they can most easily be traced in the reader's response to fairy tales. (HTH)

ED 248 526 CS 208 559

Markels, Robin Bell
A New Perspective on Cohesion in Expository Paragraphs. Studies in Writing & Rhetoric.
Conference on Coll. Composition and Communication, Urbana, Ill.
REPORT NO.- ISBN-0-8093-1152-6

PUB DATE- 84
NOTE- 118p.; Foreword by Miriam T. Chaplin.
AVAILABLE FROM- Southern Illinois University [illegible]ess, P.O. Box 3697, Carbondale, IL 62901 ($8.50).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Cohesion (Written Composition); Deep Structure; Expository Writing; Higher Education; *Paragraph Composition; *Paragraphs; Rhetoric; Structural Analysis (Linguistics); *Writing (Composition); Writing Instruction

In asserting that cohesion both exists in a superordinate relationship to unity and emphasis and must be considered a part of the surface structure of written language as well as the deep structure, this text provides a commentary on the paragraph as the basic unit of written language and an analysis of the structure underlying paragraph information. Explanation, examples, and supporting evidence are offered in the six chapters, which are titled: (1) "Basic Notions," (2) "The Cohesive Paragraph," (3) "The Reader and Cohesion," (4) "Single-Term Paragraphs," (5) "Multiple Chain Paragrahs," and (6) "Implications and Applications." (CRH)

ED 248 541 CS 208 585

Bailey, Dale S.
The Young Adult Novel in the Curriculum: Three Books That Might Work.
PUB DATE- Apr 84
NOTE- 17p.; Paper presented at the Annual Meeting of the National Council of Teachers of English Spring Conference (Columbus, OH, April 12-14, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescent Literature; Elementary Secondary Education; *English Curriculum; English Instruction; Instructional Materials; *Literature Appreciation; *Reading Material Selection; Student Attitudes

Three young adult novels published in 1983 or 1984 that are worthy of a place in the literature curriculum are discussed. These books have a special appeal to adolescents, deal with problems students might encounter growing up, expand their self-awareness and their experiences, and are teachable. They contain balanced, recognizable, and discernible themes, a challenging but not formidable vocabulary, and literary devices for discussion such as symbol, paradox, point of view, and style. The first book is "The Sign of Beaver," by Elizabeth George Speare, the story of a young boy's survival alone and his relationship with the Indians in eighteenth century Maine. The second is "The Callender Papers," by Cynthia Voigt. This is a mystery suspense story about a young girl who is employed to sort through the Callender family papers and who discovers a suspicious death, a kidnapping, and an altered will. The final book is Robert Cormier's "The Bumblebee Flies Anyway," about a boy in an experimental hospital ward for terminally ill boys. While a fine book, it may pose problems for the public, and teachers will likely have to point out to students that the patients are in the facility willingly. However, dealing with the story's paradoxes and symbols will be a rewarding and uplifting challenge. (HTH)

ED 248 617 EA 017 185

Corcoran, Thomas B.; Hansen, Barbara J.
The Quest for Excellence: Making Public Schools More Effective.
New Jersey School Boards Association, Trenton.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- ISBN-0-912337-03-1
PUB DATE- 83

NOTE- 43p.
GRANT- NIE-G-78-0207
AVAILABLE FROM- Publications Sales, New Jersey School Boards Association, 315 West State Street, P.O. Box 909, Trenton, NJ 08605 (2.50; quantity discounts; orders of $10.00 or less must be prepaid).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Academic Achievement; Educational Change; Educational Environment; Educational Finance; *Educational Improvement; Educational Innovation; Educational Quality; Elementary Secondary Education; High Schools; Institutional Characteristics; Literature Reviews; Organizational Effectiveness; *Public Schools; *School Effectiveness; Social Environment; Teacher Effectiveness; Work Environment

To provide a framework for the design and implementation of school improvement efforts, this booklet presents summaries of research on major factors influencing student achievement--school and classroom characteristics, educational expenditures, the quantity and quality of professional staff, and social environment--and conclusions based on that research. Sections also address the special problems of high schools and review research on the major obstructions to, and successful strategies for, implementing school improvements. (DCS)

ED 248 711 FL 014 567

Amberg, Julie S.

Comparison of Grammatical Errors of Developmental English and ESL Advanced Level Students.
PUB DATE- 84
NOTE- 31p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Students; Comparative Analysis; Computer Assisted Testing; *English (Second Language); *English Instruction; Error Analysis (Language); *Error Patterns; Form Classes (Languages); *Grammar; Higher Education; Nonstandard Dialects; *Remedial Instruction; *Second Language Learning; *Tenses (Grammar)

The results of a study assessing the grammatical instruction needs of developmental English students and students of advanced English as a second language (ESL) at the University of Louisiana are reported. Faculty hypothesized that developmental English and freshman ESL students made many similar grammatical errors, and to test this hypothesis, a computer assisted test containing 32 multiple choice problems testing verb tense and subject-verb agreement was given to 113 developmental English students and 106 ESL students. Comparison of the groups' results showed many of the same errors being made and the same answers given by approximately equal numbers from each group. A second test administration at the semester's end showed that many of the common errors were corrected by both groups of students. It is concluded that both groups of students have the same needs in these areas and that texts with similar content could be used satisfactorily with both groups. Further investigation of grammatical areas in which the groups' needs may be similar and instructional materials can be used in common is recommended. (MSE)

ED 248 327 CE 039 562

Corry, James, Ed.; And Others
Implementing Coordinated Patient Education: A Practical Approach for the 80's. Proceedings from a Conference Held at the Mount Sinai School of Medicine (New York, New York, November 12, 1982).
Mount Sinai School of Medicine, New York, NY. Brookdale Center for Continuous Education.
PUB DATE- 83
NOTE- 60p.; For a related document, see CE 039 563. Also sponsored by the New York City Consortium for Patient Education.
AVAILABLE FROM- Division of Consumer/Patient Education, Mount Sinai School of Medicine, One Gustave L. Levy Place, New York, NY 10029 ($2.00, plus $1.00 postage).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Administrator Role; *Adult Education; Allied Health Occupations; Case Studies; Change Strategies; Educational Benefits; Educational Planning; *Educational Practices; *Evaluation Methods; Models; *Patient Education; Postsecondary Education; Problem Solving; *Program Administration; Program Evaluation; *Program Implementation; Program Improvement
IDENTIFIERS- *Force Field Analysis

A conference on implementing coordinated patient education was held for 45 participants from various health care occupations, including nursing, social work, and dietetics. The morning session of the conference consisted of lectures by patient education directors who described implementation strategies that they have used, as well as continuing administrative problems in patient education and solutions devised to overcome them. In the afternoon session, the conference participants took part in a learning exercise, the force field analysis, which was intended to help the health practitioners examine their own institutions and plan for change in a very practical way, using suggestions of speakers from the morning session. (These proceedings consist of a summary of the conference activities and presentations, a discussion of the results of the conferees' analysis using the force field analysis, an illustration of the force field analysis, edited and straightforward summaries of the participants' work, and a list of members of the New York City Consortium for Patient Education who are available as consultants.) (MN)

ED 248 354 CE 039 636

Berkey, Arthur L.; And Others

A Study of Employment Demands for Agriculture and Agribusiness in New York State. Phase II Final Report. Res. Pub. 81-01.

Cornell Univ., Ithaca, N.Y. Inst. for Occupational Education.

SPONS. AGENCY- New York State Education Dept., Albany. Div. of Occupational Education Supervision.

PUB DATE- Dec 82

NOTE- 149p.; For a report of Phase I, see ED 204 625.

GRANT- VEA-53-81-1383GS

LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)

DESCRIPTORS- *Agribusiness; Agricultural Education; *Agricultural Occupations; *Data Collection; Demand Occupations; Employment Level; *Employment Opportunities; Employment Patterns; *Employment Projections; Employment Statistics; Evaluation Methods; Farm Occupations; Followup Studies; *Labor Needs; Off Farm Agricultural Occupations; Program Improvement; Research Methodology; Research Problems; Secondary Education; State Programs; Statistical Analysis; Vocational Education

IDENTIFIERS- *New York

This final report summarizes Phase II of the study of employment demand data for agriculture/agribusiness in New York State. Analysis, procedures, findings, recommendations, and products of the study are reported. During Phase II, the final eight months of the study, the data collection was completed; procedures were implemented for conducting telephone interviews of an additional 1,100 non-respondents (both to collect additional data and to determine any differences between respondents and non-respondents). All the survey returns were coded and prepared for computer entry and the data analyzed and interpreted. The final products of the project were prepared and delivered to the sponsor. Questions asked and answered through the study included the following: (1) What kinds of employment demand data should be collected for what time periods? (2) What business areas should be included in the study? (3) How should basic occupational units be defined? (4) What data collection procedures should be used? and (5) What kind of information management system should be developed? Recommendations were made for improved data gathering and analysis as well as for an information management system. Procedures for creating an updating system were proposed and recommended. The appendixes include summary tables giving the employment demand for various agricultural occupations in the state for 1980 and 1982. Other appendixes contain survey forms, sampling procedures, sample tables, and survey procedures. (KC)

ED 248 367 CE 039 672

The Study of Work, Phase II. Final Report 1983-84.

Paterson Board of Education, N.J.

SPONS. AGENCY- New Jersey State Dept. of Education, Trenton. Div. of Vocational Education and Career Preparation.
PUB DATE- 84
NOTE- 72p.; For a report on Phase I, see ED 240 345.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Career Choice; Career Development; *Career Education; Career Exploration; Classroom Techniques; *Community Resources; Education Work Relationship; *Experiential Learning; Faculty Development; *Inservice Teacher Education; Peer Teaching; *Prevocational Education; Program Development; Program Implementation; Secondary Education; Teaching Methods; Technical Assistance; *Work Experience Programs
IDENTIFIERS- *Experience Based Career Education; Study of Work Project

The Study of Work Project: Phase II refined, expanded, and institutionalized many experience-based prevocational career education practices implemented at Eastside High School, Paterson, New Jersey. To ensure continuation of these practices subsequent to cessation of grant-funded support, Phase II emphasized development of a team of teachers to deliver technical assistance and training and a colleague coaching network to deliver classroom-based assistance. The training and assistance provided to teachers was designed to help them (1) infuse career education in the ongoing curriculum, (2) deliver experience-based prevocational career education, (3) employ interactive instructional practices to increase student involvement, (4) expand use of community resource persons in the classroom, and (5) implement student visits to work sites. In addition, considerable time was directed at integrating project activities with those of ongoing school and district improvement efforts. The community-based experiential learning projects were only partially implemented, but other goals were accelerated, notably the dissemination of project practices to another Paterson School: John F. Kennedy High School. (Appendixes include an interactive teaching map, newsletter, and sample program materials and forms.) (Author/YLB)

ED 248 394 CE 039 727

Harris, Ron, Ed.
Montana Curriculum Guidelines for Distributive Education. Revised.
Montana State Dept. of Public Instruction, Helena.
PUB DATE- 1 Jul 84
NOTE- 312p.
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Advertising; Behavioral Objectives; Business; Business Administration; Communication Skills; Computers; *Computer Science; Course Descriptions; Decision Making; *Distributive Education; Economics; *Entrepreneurship; Human Relations; Learning Activities; *Marketing; Merchandising; Retailing; Salesmanship; Secondary Education; State Curriculum Guides
IDENTIFIERS- Montana

These distributive education curriculum guidelines are intended to provide Montana teachers with teaching information for 11 units. Units cover introduction to marketing and distributive education, human relations and communications, operations and control, processes involved in buying for resale, merchandise handling, sales promotion, sales and service, management and decision making, entrepreneurship, economics and marketing, and introduction to computers. For each unit of instruction, these components are provided: an introduction, performance objectives, outline of topics, occupational codes (occupations to which the performance objective and outline are related), and a listing of instructional resources. (The 18 occupations to which the units are related are listed in the introductory material.) Case studies and/or additional resources are found at the end of units. A second section of the guidelines contains competitive events for these areas: advertising services, apparel and accessories, finance and credit, food marketing, food service, general merchandising, and petroleum. For each event are provided the competencies, objective, description, procedure, timing, administrative suggestions, materials and personnel needed, criteria for evaluation, and solution. These materials provide practice to prepare students for competitive events or a contest to test proficiency in the subject area. (YLB)

ED 248 452 CG 017 726

Browning, Neil, Ed.
Manual for School Psychology Internship Programs.
Illinois State Board of Education, Springfield. Div. of Specialized Education Services.
PUB DATE- Oct 84
NOTE- 57p.; For the manual for school social work internship programs, see CG 017 725.
LANGUAGE- English
EDRS Price MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Competence; Elementary Secondary Education; Guidelines; *Internship Programs; *Program Design; *Pupil Personnel Services; *School Psychologists
IDENTIFIERS- *Illinois

This manual, written for university program staff, students, and practitioners, delineates the requirements for and philosophical concepts supporting the school psychology internship program in Illinois. Chapter 1 presents the background and rationale for the internship program. Chapter 2 presents the requirements for approval as a school psychologist intern. Chapter 3 lists the objectives of the internship and describes the development of the training plan. Chapter 4 gives the requirements for approval of the training site, while chapter 5 lists the qualifications and requirements for the intern supervisor. Chapter 6 focuses on guidelines for program evaluation. The first three of four appendices summarize the procedures and timeline for program application, while the fourth appendix provides an example of an internship plan. (BL)

ED 248 481 CS 007 768

Weaver, Constance

Of Metaphors and Paradigms: Rejecting the "Commonsense" View of Reading.

PUB DATE- 8 May 84
NOTE- 15p.; Paper presented at the Annual Meeting of the International Reading Association (29th, Atlanta, GA, May 6-10, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Educational Philosophy; *Educational Theories; Physics; Reader Response; *Reading Comprehension; *Reading Instruction; *Reading Processes; Teaching Methods
IDENTIFIERS- *Paradigm Shifts; Reader Text Relationship; *Theory Development

For many years, methods of teaching reading have been based upon a mechanistic paradigm that something can be understood by reducing it to its most basic parts. This scientific paradigm has led to several misconceptions about reading: (1) that comprehension can be reduced to separately identifiable parts, (2) that meaning is contained within the text and has no connection to the reader, and (3) that reading is a tangible thing rather than a process. These misconceptions encourage a false dichotomy between reading and comprehension. There is an organic paradigm emerging in physics that takes into account the transaction between "observer" and "observed," the so-called "quantum leap." There are several ways in which this modern paradigm parallels and lends support to the psycholinguistic schema-theoretic view of reading. First, there is no separation between observer and observed, reader and text, reading and comprehension. Second, the whole (universe, sentence, text) is not merely the sum of separately identifiable parts.

Third, meaning is determined through transactions (between observer and observed, reader and text). Fourth, the basic nature of the universe and of reading is a process. (HTH)

ED 248 511 CS 208 454

Silver, Diane

A Comparison of Newspaper Coverage of Male and Female Officials in Michigan.

PUB DATE- Aug 84

NOTE- 18p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (67th, Gainesville, FL, August 5-8, 1984).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Comparative Analysis; Content Analysis; *Females; Legislators; *Males; Media Research; *Newspapers; *News Reporting; *Sex Bias; *Sex Differences; State Officials

To replicate previous studies indicating a consistent pattern of unequal treatment of women in newspaper coverage, a study examined how 21 Michigan newspapers treated stories involving male and female state officials over an eight-week period. In particular, the study focused on the amount of coverage, the context of the coverage, the length of stories, and the manner of identification and description of male and female officials. The effects of occupation and seniority were also probed. Approximately 450 stories were analyzed and coded. As in previous studies, the results indicated that women were mentioned less often than their male counterparts. However, when the analysis was controlled for seniority, the difference almost disappeared. The findings of the present study deviated from those in the previous studies in that they failed to show any evidence of difference in the description and identification of males and females. The study also found no real difference in the length of stories about male and female officials. However, other findings of previous studies were replicated, including differences in the contexts in which males and females were mentioned. (HTH)

ED 248 556 CS 504 685

Veeder, Gerry

Bridging the Gap: ITVA Internships at North Texas State University.

PUB DATE- 82

NOTE- 8p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Community Organizations; *Education Work Relationship; Higher Education; *Internship Programs; *Mass Media; *Professional Associations; Program Content; Public Support; *School Business Relationship; Speech Communication; Student Experience

IDENTIFIERS- International Television Association; North Texas State University

One example of a professional group sponsoring a student internship program in mass media is the program at North Texas State University sponsored by the International Television Association (ITVA). The junior level internship requires no previous experience outside of production classes and is designed to introduce students to the business world. The senior level, designed to follow the first internship, requires actual production experience, guarantees the student more responsibility on the job and pays at least minimum wage. So that the ITVA has to deal with only one person on campus, the office of cooperative education receives the list of employers and jobs from the ITVA, interviews students to determine their job interests, helps them prepare a resume, and coaches them on interviewing. A placement exam to determine the student's minimum technical skills is given by the radio/television film division. After the interviews are over and the employers have made their choices, any necessary adjustments are made to place all of the students. Students are also given a choice of people with whom to discuss anything that may be troubling them. Despite some initial problems, the ITVA internship program has been a success. Nearly all students have been enthusiastic about their experiences and the employers have been equally pleased with the student interns. (HOD)

ED 248 650 EC 170 429

Stinson, Michael
Research on Motivation in Educational Settings: Implications for Hearing-Impaired Students.
PUB DATE- Jun 84
NOTE- 39p.; In: Areson, Ann H., Ed. and DeCaro, James J., Ed. Teaching, Learning and Development: Volume I. See EC 170 424.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Classroom Environment; Competition; *Cooperation; *Deafness; Goal Orientation; Hearing Impairments; Independent Study; Learning Motivation; Postsecondary Education; Social Behavior; Student Attitudes; Student Characteristics; *Student Motivation; Student Responsibility

Part of a collection of papers commissioned by Foundations (a project designed to determine the career development needs of deaf postsecondary students), the paper reviews research on student motivation. The first section addresses research on normally hearing students in classrooms with different motivational orientations. Advantages and disadvantages of classrooms with autonomous, competitive, cooperative, and intrinsic motivational orientations are identified. Problems facing hearing impaired students in each of the classroom types are noted. Low self-esteem, less developed senses of personal responsibility, and fear of rejection by peers in competitive situations are cited as potential reasons for the difficulties of hearing impaired students under the different orientations. The need for developing techniques to help students establish positive but realistic expectations of themselves in autonomy-oriented settings is suggested. Practical approaches to helping hearing impaired students feel more comfortable in competition-oriented classrooms are discussed, such as establishing a minimum grade for the course. The lack of data on hearing impaired students in cooperation-oriented classrooms is also noted. (CL)

ED 248 683 EC 170 462

McCarron, Lawrence T.; And Others

Exercise Program for the Developmentally Disabled: Improving and Maintaining Physical Fitness.

Texas Tech Univ., Lubbock. Research and Training Center in Mental Retardation.

SPONS. AGENCY- Administration on Developmental Disabilities (DHHS), Washington, D.C.

PUB DATE- Jun 82

NOTE- 123p.

AVAILABLE FROM- Research and Training Center in Mental Retardation, Texas Tech University, Box 4510, Lubbock, TX 79409 ($10.00).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Disabilities; Elementary Secondary Education; *Exercise; Physical Activities; *Physical Fitness; Teaching Methods

The manual is designed as a guide for the development of a physical fitness program for handicapped persons. An introduction emphasizes the role of fitness and provides an overview of the 45-minute developmental exercise program described in the following sections. Instructional information adresses such concerns as equipment, vocabulary, sequence, levels of instructional assistance, levels of performance, and classroom management. A discussion of the importance of good posture is followed by explanations of the exercise program components: warm-ups, aerobic exercise, and cool-down procedures. Both the aerobic and developmental exercise programs are organized according to beginner, intermediate, and advanced levels. (CL)

ED 248 698 FL 014 553

Bruhn, Thea C.
African Lingua Francas.
Center for Applied Linguistics, Washington, DC. Language/Area Reference Center.
PUB DATE- Sep 84
NOTE- 14p.; Table may not reproduce well due to broken print.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; *African Languages; Arabic; Armed Forces; Bemba; Bilingualism; Chinyanja; *Dialects; Elementary Secondary Education; English; *Foreign Countries; French; Geographic Distribution; German; Hausa; Higher Education; Industry; Kituba; Language Maintenance; Language of Instruction; Language Role; *Language Standardization; *Language Usage; Lingala; Mandingo; Mass Media; Monolingualism; Multilingualism; Official Languages; Portuguese; Public Policy; Sango; Spanish; Swahili; Wolof
IDENTIFIERS- *Africa; Fanagalo; Fufulde; Kanuri; *Lingua Francas; Lwena; Songai; Umbundu

A survey is presented of the status and usage patterns of the lingua francas--common languages used as a medium of communication between ethnically and linguistically diverse peoples--of the African continent. The survey gives an overview of the general language situation and briefly describes the major languages: Swahili, Hausa, Fufulde, Mandingo, Sango, Kanuri, Song'ai, Wolof, Lingala, Kituba, Umbundu, Nyanja, Lwena, Bemba, Fanagalo, Portuguese, English, French, Spanish, German, and Arabic. Notes on the linguistic and ethnic history contributing to the distribution of languages are included. A table summarizing this information for the languages and their dialect variants also gives estimates of the numbers of speakers, numbers of native speakers, and the usage status (increasing, decreasing, or stable), and a map illustrates areas of use of the major lingua francas. (MSE)

ED 248 422 CG 017 696

McCanne, Lynn P. Fisher
Correlates of Eating Disorders in College Students.
PUB DATE- Mar 84
NOTE- 10p.; Paper presented at the Annual Convention of the American Association for Counseling and Development (Houston, TX, March 18-21, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Anxiety; Assertiveness; Behavior Problems; *College Students; Counseling Effectiveness; Eating Habits; Females; *Group Therapy; Higher Education; Locus of Control; *Personality Traits
IDENTIFIERS- *Bulimia

Recent research indicates that a significant number of college-age women suffer from bulimarexia (also called the gorging-purging syndrome, the binge-purge cycle, bulimia or bulimia nervosa). To examine the relationship of three personality variables (anxiety, assertiveness, and locus of control) to eating disorders, 46 college students participated in a study. Subjects were divided into three groups: 13 subjects were in eating disorders therapy; 15 subjects were in group therapy; and 18 subjects were psychology students, serving as controls. Both before and after either the course of therapy or the semester of academic class meetings, subjects completed the State-Trait Anxiety Inventory, the College Self-Expression Scale, and the Internal-External Locus of Control Scale. An analysis of the results showed that at both pre-testing and post-testing, there were highly significant differences between groups on measures of state and trait anxiety and assertiveness, but not on the measure of internal-external locus of control. Means were ordered with members of the eating disorders group at the high (most anxious) end, members of the general therapy group in the middle, and control group members at the least anxious end of the scales. Follow-up tests indicated that, at both pre-testing and post-testing, those with eating disorders were more anxious, both state and trait, than those in the control group, and group therapy members were more anxious, state and trait, than those in the control group. On the measure of assertiveness, those with eating disorders showed less assertiveness than members of the therapy group or the control group. (BL)

ED 248 496 CS 007 792

Anders, Patricia L., Ed.
Research on Reading in Secondary Schools. A Semi-Annual Report. Monograph Number 10-11.
Arizona Univ., Tucson. Coll. of Education.

PUB DATE- 83
NOTE- 156p.; Several tables may be marginally legible.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Collected Works - General (020)
DESCRIPTORS- Cognitive Processes; Cognitive Style; College Freshmen; Comparative Analysis; Content Area Reading; English Instruction; Higher Education; Literature Reviews; Readability; Reading Ability; *Reading Comprehension; *Reading Instruction; Reading Research; *Reading Strategies; *Remedial Reading; Secondary Education; *Secondary School Students

Part of a continuing series intended for use by reading professionals interested in understanding and improving the reading of adolescents, this report contains five articles dealing with a variety of subjects. Specific topics discussed in the articles are (1) readability, (2) reading deficiencies and previous English instruction of land grant university students at the entry level, (3) reading ability and knowledge of the reading process among remedial and nonremedial readers at the postsecondary level, (4) research concerning the effects of guided imagery upon reading performance, and (5) reading comprehension research. In addition, the report provides reflections upon two articles previously published in the series. (FL)

ED 248 527 CS 208 560

Rose, Mike
Writer's Block: The Cognitive Dimension. Studies in Writing & Rhetoric.
Conference on Coll. Composition and Communication, Urbana, Ill.
REPORT NO.- ISBN-0-8093-1141-0
PUB DATE- 84
NOTE- 146p.; Foreword by Marilyn S. Sternglass.
AVAILABLE FROM- Southern Illinois University Press, P.O. Box 3697, Carbondale, IL 62901 ($8.50).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Attitude Change; *Cognitive Processes; Higher Education; *Models; Student Attitudes; Teaching Methods; *Writing Apprehension; Writing Difficulties; Writing Improvement; *Writing Instruction; *Writing Processes; *Writing Research

Noting that the problem of writer's block is often rooted in such cognitive difficulties as rigid or inappropriate composing rules and planning strategies, this study approaches writer's block as a measurable problem that can be analyzed and remedied. The introductory chapter defines writer's block and pertinent terms, discusses a cognitive model of the composing process, reviews previous studies on writer's block, and gives an overview of the present study. The second chapter describes the research procedures, which involved a questionnaire and stimulated-recall study, and presents results of the studies. The third chapter contains case studies of two of the subjects--one a high-blocker, the other a low-blocker--while the fourth chapter summarizes the results of the study, discusses implications for the cognitive model, and presents the implications of the results and model for writing instruction. An afterword on areas for further investigation discusses the relation of blocking to discourse mode and audience, to context, to cognitive styles and personality characteristics, and to the writing experience. Appendixes include the questionnaire and the results of the statistical analysis, materials from the stimulated-recall study, and the analytic scale for evaluating the stimulated-recall essays. (HTH)

ED 248 571 EA 016 980

Lindelow, John

Microcomputers in the School Office: Primer for Administrators. School Management Digest Series Number 30.

ERIC Clearinghouse on Educational Management, Eugene, Oreg.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- ISBN-086552-087-9
PUB DATE- 84
NOTE- 48p.
CONTRACT- 400-83-0013
AVAILABLE FROM- Publications Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 ($4.95 prepaid; a charge of $1.50 is added for handling on billed orders).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Computer Oriented Programs; Computer Software; Data Analysis; Equipment Utilization; Management Information Systems; *Microcomputers; Organizational Communication; Recordkeeping; *School Administration; Systems Analysis; *Systems Development
IDENTIFIERS- Local Area Networks

Microcomputers are now affordable tools for managing schools and school districts--and fast becoming essential. This digest, designed to help school administrators begin computerizing their offices, depicts tomorrow's computerized office, introduces computer applications in management, and outlines procedures for computerizing an office. A fictional principal in the first chapter uses his desktop computer--linked with others in a "local area network"--to communicate, to coordinate his staff, and to analyze information. Such networks can be developed with present technology. Accordingly, the second chapter explores the following computer applications: (1) database management systems, used to store and analyze a wide variety of records; (2) electronic spreadsheets, used to make budget projections and analyze expenditures; (3) word processing; (4) graphics; (5) communications and networking, particularly local area networks; and (6) others, including registration and class scheduling, support service management, energy management, and nonadministrative but related tasks. The final chapter describes and recommends a process for putting these technologies to work, modeled after professional systems development practices. The discussion includes independent school-based computerization, consulting services, systems analysis (evaluating needs and planning to meet them), systems development (creating detailed specifications and selecting technology), and system implementation. (MCG)

ED 248 586 EA 017 068

Education for Economic Growth: An Action Plan for North Carolina.
North Carolina Commission on Education for Economic Growth, Raleigh.
PUB DATE- Apr 84
NOTE- 60p.; Includes Executive Summary.
AVAILABLE FROM- Publications Coordinator, Office of the Governor, 116 West Jones Street, Raleigh, NC 27611 (full report: single copies, free; multiple copies, $1.50; Executive Summary: free).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Change Strategies; Competency Based Education; *Educational Change; Educational Environment; Education Work Relationship; Elementary Secondary Education; Equal Education; *Master Plans; Organizational Development; Personnel Policy; *Public Schools; Relevance (Education); School Community Relationship
IDENTIFIERS- *North Carolina

To meet North Carolina's growing need for workers with sophisticated skills, the state's schools should (1) establish partnerships with local businesses and community groups; (2) improve their curricula by setting minimum competencies and helping all students attain them; (3) increase the opportunities, rewards, and growth potential of the teaching profession; (4) improve the learning environment by reducing class size, maintaining discipline, and providing more and better technology, materials, and facilities; (5) improve school leadership and management with more opportunities and better training for administrators; and (6) strengthen existing programs and establish new ones for students with special needs. This four-chapter report discusses, first, the trends requiring educational reform, the link between education and economic growth, and North Carolina's historic and recent educational reforms; second, tasks the state's educational system must accomplish; third, the above six recommendations; and fourth, investments and efforts needed to effect this plan. Proposed amplifications and additions to the plan are appended. Accompanying the report is an executive summary explaining the rationale for the plan and outlining the action recommendations. (MCG)

ED 248 602 EA 017 140

Rhone, David H.
A New Concept for Realistic Teacher Salary Compensation.
PUB DATE- 1 Oct 82
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Classification; *Compensation (Remuneration); Educational Development; *Educational Finance; Elementary Secondary Education; *Evaluation; Occupational Information; Promotion (Occupational); *Teacher Salaries
IDENTIFIERS- *Performance Appraisal

Teacher salary schedules are essentially an automatic device establishing pay in terms of degrees, credits earned, and number of years teaching. An alternative solution is the use of position classification, a systematic method to evaluate and pay work forces equitably. It involves gathering accurate information about each job, choosing a process for determining similarities and differences among jobs, determining the equity of existing salaries, and devising a salary guide permitting competitive hiring rates, consistency in salary increases, and promotional opportunity. To reform salary schedule procedures for teachers, two new approaches are needed: (1) job description--define the various positions in the school district by describing in detail the essential requirements of each position, and (2) job evaluation--establish the value of each position by reviewing job descriptions and determining evaluative factors. The addition of performance appraisal can add further refinements to this new salary sturcture. Accompanying the article are a model job description, a teacher salary schedule, and an outline of procedural steps in teacher position evaluation. (MD)

ED 248 634 EC 170 412

Wolford, Bruce I.

Issues and Challenges Facing Special Education Teachers in a Correctional Setting.

PUB DATE- 83
NOTE- 6p.; Paper presented at the Minnesota Conference on Programming for the Developmental Needs of Adolescents with Behavioral Disorders (Minneapolis, MN, Fall, 1982). Contained in EC 170 401.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Correctional Education; *Disabilities; Elementary Secondary Education; *Special Education Teachers; *Teacher Role

Issues facing special educators working in a correctional setting are examined. The need for long-range planning is considered, and the use of the individualized education program to address specific as well as broad issues is advocated. A major need, for increased institutional priority (with both administrative and funding priority for educational programming), is considered along with problems of isolation facing teachers who feel alientated from other educators and from the community outside the institution. The resultant lack of professional identity can be alleviated by

greater understanding of the field and the individuals' role unit. (CL)

ED 248 666 EC 170 445

Knight, David L.
Grammatical Constraints on the Subjective Story Structures of Deaf and Hearing Readers.
PUB DATE- Apr 84
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- College Students; *Grammar; *Hearing Impairments; *Reading Ability; *Reading Comprehension; Story Reading

The study investigated narrative schemata (abstract, prototypical memory frameworks containing the typical plot organizations for a story) with 17 hearing and 40 hearing impaired college students (poor and good readers). Subjects were asked to order statements into story order for three stories. Analysis of the stories in their original and edited forms was performed; differences between the experimental groups did not follow a similar pattern across the three stories. Findings suggested that grammatical features may actively foster different comprehension of narrative information.

Although differences were shown between the poor and good deaf readers' subjective structures, these differences were minor and represented virtually identical notions of story structures. (CL)

ED 248 409 CE 039 754

Kendall, Elizabeth L.

Perceptions of Nontraditional and Traditional Vocational Completers toward Career Guidance.

PUB DATE- 26 Apr 84
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Career Counseling; Comparative Analysis; Counseling Effectiveness; Counselor Attitudes; Counselor Role; *Enrollment Influences; High School Students; Job Placement; Nondiscriminatory Education; *Nontraditional Occupations; *Participant Satisfaction; Peer Acceptance; Peer Influence; *School Counselors; Sex Fairness; Sex Role; Sex Stereotypes; State Surveys; Student Attitudes; Student Motivation; Tables (Data); Teacher Influence; Teacher Role; *Vocational Education
IDENTIFIERS- *Program Completers; West Virginia

A study analyzed the attitudes of a random sample of completers of nontraditional and traditional vocational programs toward the school and career counseling that they received while enrolled in a vocational education program in West Virginia in 1980. The survey instrument, which was completed by 36 of the 100 nontraditional program completers originally contacted and by 42 of the 100 traditional completers asked to complete the survey, dealt with the students' reasons for enrolling in a vocational program, their satisfaction with the program, and the support that they received for their enrollment decision from influential individuals. In general, many students did not feel that they could turn to their vocational teachers for support. Many felt that their counselors were of little or no help to them. It appeared that the traditional completers received more help in securing educational or job placement and more support for their career choice than did the nontraditional respondents. When data were broken down by sex, 70 percent of the nontraditional male completers felt that their employer had received information about them from their teachers; however, only 29 percent of the nontraditional females felt the same way. (Six tables of data are appended to this report.) (MN)

ED 248 438 CG 017 712

Kelly, Forrest Robinson, Jr.

A Model for an Elementary School Guidance Needs Assessment.

PUB DATE- Mar 84
NOTE- 28p.; Paper presented at the Annual Convention of the American Association for Counseling and Development (Houston, TX, March 18-21, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Elementary Education; Elementary School Students; Guidance Objectives; *Guidance Programs; Interaction; Models; *Needs Assessment; School Counseling; School Counselors; Self Evaluation (Groups); *Student Needs; *Student Participation
IDENTIFIERS- Florida

This guide provides a model for guidance needs assessment for elementary school counselors. Following an introduction discussing the lack of appropriate needs assessment instruments for the elementary level, background information on the development of the model instrument is given. The rationale for the verbal, interactive model, which was developed for use in the Lacoochee, Florida elementary school is given, along with results of a 50 student field test of the proposed instrument. The 12 steps for implementing the needs assessment instrument are presented, including the identification of program goals, objectives, and needs, setting needs priorities script development, and classroom implementation. Procedures for data collection and implementation of results are delineated. The 14-item needs assessment instrument is provided, with a timeline for implementation. The guide summary emphasizes the importance of a personal and interactive approach to needs assessment, and concludes with references. (BL)

ED 248 542 CS 208 591

Hunt, Russell A.
Language Development in Young Children and in the Composition Class: The Role of Pragmatics.
PUB DATE- 29 Mar 84
NOTE- 21p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (35th, New York City, NY, March 29-31, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Higher Education; *Language Acquisition; Language Usage; Literature Appreciation; *Pragmatics; *Social Influences; Sociolinguistics; Teacher Role; *Theories; *Writing Exercises; *Writing Instruction; Writing Processes
IDENTIFIERS- *Theory Practice Relationship

Studies in developmental pragmatics have demonstrated that language learning is a fundamentally social (rather than fundamentally cognitive) phenomenon. It would seem, then, that teachers of writing need to find ways to create situations in which written language serves purposes the students see as real and is supported by an authentic, pragmatic structure of intentions. One pedagogical approach might be a course with its own "subject matter," in which written language is introduced in a functional way into the communal learning situation. Some of the characteristics for this situation in an introductory literature course might include the following: (1) assignments in which students report to the other students--via photocopied and distributed short exploratory writing assignments--on segments or aspects of a common subject; (2) assignments in which students construct precis of articles or literary works for the use of the rest of the class who have not read those particular works; (3) situations in which spontaneous exploratory writing is circulated and responded to; (4) situations in which students respond in writing to comments on their work or their ideas by the instructor, and in which the instructor uses writing to respond in turn; and (5) situations in which the instructor does not merely describe what sort of rhetorical stances are possible or what organizational strategies might be useful in a specific situation, but actually models them by participating in the writing community--by performing the same tasks for the same purposes. (HOD)

ED 248 618 EA 017 186

Kulik, James A.
Uses and Misuses of Meta-Analysis.
PUB DATE- Apr 84
NOTE- 10p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 23-27, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Comparative Analysis; *Meta Analysis; Research; *Research Methodology; *Statistical Analysis; Statistical Data; Synthesis

Several developments in the use of the new method of meta-analysis give cause for optimism. First, different meta-analysts are doing work in the same areas, leading to increased confidence in meta-analytic results. Second, meta-analysts are beginning to include raw data in their reports, which helps readers pinpoint the exact studies that lead to disagreements in conclusions. Third, reviewers are comparing results from unrelated meta-analyses, which can lead to a better understanding of the factors influencing the outcomes of educational research. Finally, some of the worst abuses that have taken place in meta-analysis appear to be in the past. (DCS)

ED 248 712 FL 014 568

Skaer, Peter M.

Language Sound Systems and Second Language Acquisition.

PUB DATE- 10 Mar 84
NOTE- 19p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (Houston, TX, March 6-11, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)

Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Amharic; Cambodian; Comparative Analysis; *English (Second Language); Error Patterns; Igbo; Immigrants; *Interference (Language); *Interlanguage; Japanese; Korean; Language Classification; Mandarin Chinese; *Phonology; Polish; *Pronunciation; Refugees; *Second Language Learning; Spanish; Thai; Vietnamese
IDENTIFIERS- Margi; *Washington

A language typology based on common errors made in pronunciation of English by speakers of other languages is presented and discussed. The classification system was developed from the concept of interlanguage, the intermediate step between a language learner's native and target languages, and the notion that interference in learning a new language can occur in the transition from one phonological system to another. It focuses on representative languages spoken by refugees and immigrants in Washington State, including Japanese, Vietnamese, Khmer, Amharic, Polish, and to a lesser extent, Mandarin, Korean, Spanish, Thai, Margi, and Igbo. General parameters are offered by which the teacher may assess students' pronunciation needs so as to provide more effective instruction. Some universal characteristics of second language learning and how they may be reconciled with language-specific characteristics are also discussed. Then, general characteristics of tone and stress languages are outlined and each of several foreign language sound systems are discussed specifically. Finally, brief generalizations are offered for use in the classroom. A list of references is included. (MSE)

ED 248 726　　FL 014 582

Culley, Gerald R.
Making CAI Accessible.
PUB DATE- 9 Apr 84
NOTE- 13p.; Paper presented at the joint meeting of the Classical Association of New England and the Classical Association of the Atlantic States (April 9, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Classical Languages; College Second Language Programs; *Computer Assisted Instruction; Computers; *Computer Software; *Costs; *Educational Technology; Higher Education; *Instructional Materials; Microcomputers; Pattern Drills (Language); *Second Language Instruction; Videodisc Recordings

Although computerized instructional materials for foreign language instruction have begun to become available, computer assisted instruction (CAI) in this field has not lived up to its promise for four reasons: poorly designed materials, incompatible machines, incompatibility of machines with textbooks, and equipment costs. Real CAI in classical language instruction will appear when the profession: (1) draws on colleges and universities for the best-designed materials, (2) uses innovative techniques toward sensible ends, (3) develops and tests materials on mainframe computers and then converts them to microcomputer form, and (4) does not ignore the centrality of the textbook in instruction. Two CAI projects illustrate the importance of these principles: the Montevidisco Project at Brigham Young University--a videodisc simulation of a visit to a Mexican town, and the University of Delaware's Latin Skills Project using the computer to inflect variable parts of speech in Latin. The latter not only incorporates all the desired development features but also provides a greatly increased number of exercises without corresponding additional memory need, gives more sophisticated judging of student answers and feedback on partially correct answers, adds the ability to review missed verb forms "invisibly," by presenting a similar form several items after the missed one, and enhances flexibility without loss of individualization. (MSE)

ED 248 341 CE 039 596

Hall, Bo; Armstrong, Terry L.
Salt Lake Skills Center Handicapped Advocacy Program. Summary Report.
Special Vocational Services, Salt Lake City, UT.
SPONS. AGENCY- Utah State Office of Education, Salt Lake City.; Utah Technical Coll., Salt Lake City. Salt Lake Skills Center.
PUB DATE- 30 Jun 84
NOTE- 44p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Advocacy; Career Education; *Disabilities; Inservice Education; Job Placement; Job Skills; *Job Training; Rehabilitation Centers; Secondary Education; *Vocational Education; *Vocational Rehabilitation; *Vocational Training Centers
IDENTIFIERS- *Handicapped Advocacy Program

The Handicapped Advocacy Program (HAP) is an advocacy service for individuals with disabilities who are sponsored in skills training by the Utah Division of Rehabilitation Services (DRS). It has developed a system whereby DRS clients can be tracked throughout their tenure at the Salt Lake Skills Center. Other services include Skills Center visitations, troubleshooting, development and use of progress reports, job placement, and inservice training for Skills Center staff. Throughout its first year of existence HAP has seen a 30 percent increase in disabled student enrollment, a 50 percent completion rate, and a 66 percent placement rate. Leading causes of the 50 percent dropout rate are health problems, terminations initiated by DRS, and personal problems. Data from a survey of DRS counselors indicate an overall increase in satisfaction with Skills Center services since implementation of HAP. Recommendations to increase program efficiency include development of a tracking system for client visitations, increased job development and employer contacts, and expanded outreach efforts to local high schools. (Appendixes include a listing of training programs, a sample progress report, and survey results.) (YLB)

ED 248 368 CE 039 676

Project ESL/Careers Curriculum. Final Report 1983-1984.
Atlantic Community Coll., Mays Landing, N.J.
SPONS. AGENCY- New Jersey State Dept. of Education, Trenton. Div. of Vocational Education and Career Preparation.
PUB DATE- 84
NOTE- 580p.
LANGUAGE- English
EDRS Price - MF03/PC24 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Curriculum Guides; *Daily Living Skills; Educationally Disadvantaged; Employment Interviews; *Employment Potential; *English (Second Language); Food Service; *Hospitality Occupations; Hotels; Job Application; Job Search Methods; Job Skills; *Job Training; Mathematics Instruction; Reading Instruction; *Second Language Instruction; Vocational Education
IDENTIFIERS- *Casinos

This curriculum guide was developed at Atlantic Community College as part of a program to facilitate the training of persons with limited English-speaking ability for jobs, especially jobs in Atlantic City casinos. The project aimed to teach job skills and life coping skills along with English. The curriculum guide contains 10 units. Approximately 60 percent of the guide is oriented toward vocational preparation for the following jobs: blackjack dealer, room attendant, vegetable cook, steward, bus person, and store room clerk. These units include skills needed in job hunting, such as reading want ads, completing a job application, and going to an interview. Skills needed on the job, such as completing a time sheet, reading a work schedule, telling time, and following and giving directions are included. The other 40 percent of the curriculum guide, which is oriented toward skills in everyday living, includes materials on personal identification, social conversation, community awareness, money management, housing, and transportation. Curriculum materials included in each unit are dialogues, vocabulary lists, tape and slide scripts, reading and mathematics exercises drawn from "real life" situations and exercise answers. Some materials are illustrated with line drawings. (KC)

ED 248 382 CE 039 710

Health Professions and Services Amendments of 1984. Report to the House of Representatives, 98th Congress, 2nd Session.

Congress of the U.S., Washington, DC. House Committee on Energy and Commerce.

REPORT NO.- House-R-98-817
PUB DATE- 4 Jun 84
NOTE- 65p.; To accompany H.R. 5602.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Allied Health Occupations Education; Community Health Services; Cost Estimates; Educational Finance; *Federal Legislation; *Financial Support; Health Needs; Health Personnel; *Health Services; Medical Education; Migrant Programs; Needs Assessment; Nursing Education; Postsecondary Education; Program Costs; Public Policy; Student Financial Aid; Student Loan Programs
IDENTIFIERS- Congress 98th; Health Maintenance Organizations; *Health Professions and Services Amendments 1984; *National Health Services Corps; Public Health Service Act; Reauthorization Legislation

This congressional report contains the majority views as well as minority and additional views of members of the House Committee on Energy and Commerce pertaining to the Health Professions and Services Amendments of 1984. (These are intended to amend Titles VII and VIII of the Public Health Service Act to extend the programs of assistance for the training of health professions personnel, to revise and extend the National Health Services Corps program under the act, and to revise and extend the programs of assistance under the act for health maintenance organizations and migrant and community health centers.) Included in the report are the following: a statement of the purpose and a summary of the bill, the background and a discussion of the need for this legislation, committee views on the amendments, committee consideration and oversight findings, a statement from the Committee on Government Operations, committee cost estimates, a Congressional Budget Office estimate, an inflation impact statement, a section-by-section analysis of the bill, agency view of the bill, and changes in the existing law that will be effected by the amendments. (MN)

ED 248 395 CE 039 728

Basic Soils. Revision.

Montana State Univ., Bozeman. Dept. of Agricultural and Industrial Education.

SPONS. AGENCY- Montana State Office of Public Instruction, Helena. Dept. of Vocational Education Services.

PUB DATE- Jul 84

NOTE- 96p.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Agricultural Education; Behavioral Objectives; Classroom Techniques; College Freshmen; Higher Education; Learning Activities; Lesson Plans; Plant Growth; *Soil Science; State Curriculum Guides; Student Motivation; Teaching Methods; *Vocational Education; Water

IDENTIFIERS- Montana; *Soil

This curriculum guide is designed for use in teaching a course in basic soils that is intended for college freshmen. Addressed in the individual lessons of the unit are the following topics: the way in which soil is formed, the physical properties of soil, the chemical properties of soil, the biotic properties of soil, plant-soil-water relationships, soil classification, saline seep, and soil sample collection. Each lesson contains some or all of the following: a statement of need; objectives; an interest approach; key questions, problems, and concerns along with pertinent teaching techniques and information; suggested learning activities; a list of references; transparency masters; and handouts. (MN)

ED 248 453 CG 017 727

Kramer, Joel

Treating Families of Demented Patients: Two Group Models.

PUB DATE- Apr 84
NOTE- 13p.; Paper presented at the Annual Meeting of the Western Psychological Association (64th, Los Angeles, CA, April 5-8, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Change Agents; Coping; Emotional Disturbances; *Family Counseling; *Family Problems; Geriatrics; Group Counseling; Models; *Older Adults; *Social Support Groups; *Stress Variables
IDENTIFIERS- *Alzheimers Disease; *Caregivers; Senile Dementia

The prevalence of dementias in the elderly is steadily increasing. While caring for a dementing patient at home, families are subject to tremendous physical stresses and emotional reactions such as guilt, anger, grief, role confusion, depression, resentment, and loneliness. Two group treatment models addressing the mental health needs of caregivers are discussed in this paper. The Education/Support group is an ongoing, informal environment where problem solving, supportive interchange, and information sharing occur. Participants are able to express and normalize feelings, develop a peer support system, and learn more about dementias, community resources, legal alternatives, and caregiving techniques. The Family Therapy group is smaller, time-limited, and focuses more on helping members make personal adaptations to their role as caregiver. The group works toward a better understanding of feelings and coping styles with the objective of implementing some change in the caregiver's behavior, attitudes, or feelings. Recommendations are made for research and for additional caregiver support. (Author)

ED 248 468 CS 007 748

Sevgen, Cevza

The Fairytale Project in a Context of Modern Criticism. Fairytale: An Interdisciplinary Turco-Danish Study of the Collective v. the Individual Nature of the Response to Literature. Report No. 4.

Bosphorus Univ., Istanbul (Turkey). Dept. of Language and Literature.; Copenhagen Univ. (Denmark). Dept. of English.

PUB DATE- 6 Dec 79

NOTE- 19p.; Sponsored jointly by Unesco, NATO, and the Danish Research Council for the Humanities. For related documents, see CS 007 745-759.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Audience Analysis; Cross Cultural Studies; Educational Philosophy; *Folk Culture; Foreign Countries; *Literary Criticism; *Literary Styles; Literature Appreciation; *Reading Research; Research Projects; Research Proposals

IDENTIFIERS- Denmark; *Fairy Tales; *Response to Literature; Turkey

To put the interdisciplinary Turko-Danish Fairytale Project, which is concerned with the dynamics of reader response to literature, into a theoretical framework, this paper first describes how modern aesthetics take an interdisciplinary approach and investigate--by cross cultural approaches and in human behavior terms--the phenomenon of art and its place in human life. Some of the major twentieth century schools of literary criticism, including moral evaluation and sociological criticism, are then described. Psychological criticism, with its new insights (more precise language to describe the creative process and psychoanalysis of characters) and archetypal criticism (that asserts the validity of myth and subconscious retention of archetypal patterns in social memory) are cited as the two most promising approaches. Next, the paper cites the reception theory, or "Receptionaesthetic" as significant in that this approach conceives of the text as only one element of the literary work, and focuses on the reader, who is responsible for the process of creating meaning. Finally, current work in the area of structural analysis of the fairy tale itself is identified and it is suggested that Bengt Holbek's reworking of Vladimir Propp's work will provide the Fairytale Project with an efficient methodology. (HTH)

ED 248 482 CS 007 771

Smith, Frank
Essays into Literacy: Selected Papers and Some Afterthoughts.
REPORT NO.- ISBN-0-435-08205-1
PUB DATE- 83
NOTE- 157p.
AVAILABLE FROM- Heinemann Educational Books, Inc., 70 Court St.,
Portsmouth, NH 03801 ($9.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Books (010) Guides/Methods/Techniques (For Practitioners) -
Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Educational Theories; Elementary Secondary Education;
Information Dissemination; Language Acquisition; Language
Processing; *Language Usage; *Learning Processes; *Literacy;
Prediction; *Reading Instruction; Reading Programs; Reading Skills;
School Role; Teacher Role; Writing Instruction; *Written Language

Viewing literacy as the ability to make use of all available possibilities of written language, the essays in this collection deal with a broad range of literacy related topics and issues. Titles of the 13 essays, written over a 10-year period, are as follows: (1) "The Politics of Ignorance"; (2) "Twelve Easy Ways to Make Learning to Read Difficult"; (3) "The Role of Prediction in Reading"; (4) "Learning to Read by Reading"; (5) "Making Sense of Reading--and of Reading Instruction"; (6) "The Uses of Language"; (7) "Conflicting Approaches to Reading Research and Instruction"; (8) "The Language Arts and the Learner's Mind"; (9) "Myths of Writing"; (10) "The Unspeakable Habit"; (11) "Demonstrations, Engagement, and Sensitivity"; (12) "The Choice between Teachers and Programs"; and (13) "A Metaphor for Literacy--Creating Worlds or Shunting Information?" A concluding section provides responses to questions frequently asked the author. (FL)

ED 248 497 CS 007 796

Gambrell, Linda B., Ed.
Reading: Process, Instruction and Assessment. Yearbook of the State of Maryland International Reading Association.
International Reading Association. Maryland Council.
PUB DATE- 84
NOTE- 147p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Collected Works - General (020)
DESCRIPTORS- Black Youth; Childrens Literature; Elementary Secondary Education; Language Skills; Learning Strategies; Microcomputers; Oral Reading; Prediction; Questioning Techniques; Reading Achievement; *Reading Instruction; *Reading Processes; Reading Programs; Reading Readiness; *Reading Research; *Reading Strategies; Reading Teachers; *Reading Tests; Silent Reading; Standardized Tests; Summer Programs; Teacher Behavior

Drawn from a 1983 conference that focused on reading in the school, at home, and at work, the papers in this collection deal [illegible]h reading strategies, assessment, programs, methods, and materials. Topics covered in the 17 papers include the following: (1) focused instruction for reading exposition, (2) repeated reading, (3) teacher interruption behaviors during intermediate grade oral reading, (4) puppetry as a way of improving language skills, (5) improving the usefulness of standardized reading test scores, (6) readiness tests, (7) a summer enrichment program for able readers, (8) the black child in current children's literature, (9) children's literature and disabled children, (10) using learning strategies to acquire competence in microcomputing, (11) the reading specialist in the resource room, and (12) using questions to teach reading. (FL)

ED 248 512 CS 208 463

Sloan, Wm. David
Journalists in Trying Times, 1917-1945: Propagandists, Patriots, or Professionals?
PUB DATE- Aug 84
NOTE- 26p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (67th, Gainesville, FL, August 5-8, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Content Analysis; Evaluation Criteria; *Intellectual History; *Journalism; *Media Research; *News Media; Philosophy; *United States History
IDENTIFIERS- *Journalism History

Based on an examination of 90 books and journal articles, this paper provides an analysis of the interpretations historians have used in explaining American journalism during the national crises of 1917-1945 (World War I, the Depression, and World War II). The paper concludes that, in general, the historians defined three divergent approaches to evaluating the press during that period: (1) the Progressive/Liberal approach, which enbodied a conflict approach to history, and which saw differences among sections of American society as the underlying causes of change in history; (2) the Consensus approach, which played down the differences among Americans and emphasized the ideas and beliefs shared by them, and which favored journalism philosophies and activities that were nationalistic in outlook; and (3) the Developmental approach, which assumed that the proper stance of the press should be neither liberal nor conservative, but apolitical, and which viewed the history of journalism not as the story of how the press stood on issues, but of how it performed its professional role as an informer of the public, supporter of press freedom, and watchdog over government. The paper analyzes each of these three approaches and summarizes representative works from each school. (FL)

ED 248 557 CS 504 686

Jenkins, Linda Walsh
Historiography, American Theatre, and the First Americans.
PUB DATE- Aug 84
NOTE- 12p.; Paper presented at the Annual Meeting of the American Theatre Association (San Francisco, CA, August 12-15, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *American Indian Culture; *American Indians; *Cultural Awareness; Dance; *Drama; Educational Needs; Ethnic Bias; Higher Education; *Historiography; Oral History; Oral Interpretation; Speech Communication; *Theater Arts

American theatre history should include a study of Native American performances, since these performances are rich with "American" symbolic materials such as imagery, symbols, and heraldic visions of animals and landscapes. Indian cultures understood the importance of performance for both the visionary and the community at large. Even the pow-wow contains structural elements familiar to Westerners, from vaudeville to Robert Wilson, from circus to opera, from rodeo to Twyla Tharp. Unfortunately, theatre scholarship has refused to call Indian theatre "theatre," in part because of a cultural bias against Indians. The contemporary Indians who are trying to create theatre need access to the written history of Native American performance. For the most part, they know what has been passed along orally in their own tribes and what has been recorded by anthropologists, neither of which provides a "theatre" perception. As a result, many of them have the bias that their traditional performances have nothing whatsoever to do with theatre. But Native American performances are indigenous to this continent and deserve a place [illegible] American theatre studies, not just as a bit of exotica, but as [illegible] to value and to utilize in trying to understand how performance interacts with cultures in transition. (HOD)

ED 248 635 EC 170 413

Foster, Herbert L.
Ribbin', Jivin', and Playin' the Dozens: Even More Important Today.
PUB DATE- 83
NOTE- 8p.; Paper presented at the Minnesota Conference on Programming for the Developmental Needs of Adolescents with Behavioral Disorders (Minneapolis, MN, Fall, 1982). Contained in EC 170 401.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Black Culture; Black Dialects; Cultural Influences; Knowledge Level; *Minority Groups; Secondary Education; *Subcultures; Teacher Student Relationship

This is an autobiographical account of a teacher's first day in an inner city high school; it contains a discussion of the importance of understanding the subculture of one's students. The teacher's dress and comprehension of slang are noticed by the students. Incidents are related that illustrate the effects of ethnocentrism (the belief in the inherent superiority of one's own group and culture accompanied by a feeling of contempt for other groups and cultures) and specifically, the unequal enforcement of discipline, depending upon parents' economic background. The teacher, it is suggested, should be aware of student games (such as ribbin' and shuckin' and jivin') in order to stop them from getting out of hand. (CL)

ED 248 651 EC 170 430

Blake, Rowland S.

Discovery versus Expository Instructional Strategies and Their Implications for Instruction of Hearing-Impaired Post-Secondary Students.

PUB DATE- Jun 84

NOTE- 50p.; In: Areson, Ann H., Ed. and DeCaro, James J., Ed. Teaching, Learning and Development: Volume I. See EC 170 424.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Career Development; Deafness; *Discovery Learning; Discovery Processes; Educational Strategies; *Hearing Impairments; Learning Processes; *Lecture Method; Postsecondary Education; *Teaching Methods

IDENTIFIERS- *Expository Teaching

Part of a collection of papers commissioned by Foundations, a project designed to identify career development needs of students entering the National Technical Institute for the Deaf (NTID), the paper examines implications of discovery and expository learning for hearing impaired students. Differences are considered between the discovery method, which centers on the student's learning processes rather than outcomes and the expository method, which focuses more on the teacher as the information supplier. Claims for discovery learning (e.g., that it enhances problem solving and promotes transfer) are summarized. Disagreement over the meaning or implementation of a discovery approach is cited as one of the reasons that research studies comparing the effects of the discovery method and expository instruction have been inclusive. Tentative conclusions are reviewed concerning the following variables: immmediate retention, transfer, time for learning, motivation, amount of guidance, and verbalization of rule. Research is also reviewed on the relationship of instructional methods to learner characteristics (mental ability, field dependence/independence, aptitudes and interests, creativity, age, anxiety) and content characteristics (difficulty of learning and transfer tasks, previous knowledge, category of learning in cognitive domain, domains of learning, content areas, and language teaching). The paper concludes with sets of general and specific recommendations for career education at NTID. (CL)

ED 248 667 EC 170 446

Enell, Nancy C.

A Cost Comparison of Preparing Special Education Individualized Education Programs (IEPs) with and without Computer Assistance.

PUB DATE- 24 Apr 84

NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-37, 1984).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- Administrator Attitudes; *Computer Managed Instruction; *Computer Software; *Cost Effectiveness; *Disabilities; Elementary Secondary Education; *Individualized Education Programs; Teacher Attitudes

The study reports on the costs and time associated with the preparation of special education individualized education programs (IEPs) with and without computer assistance. Data were gathered from nine agencies within California. In each agency special education administrators, teachers and parents were interviewed to determine the time and personnel costs related to preparing IEPs and the reactions of these groups to using computers in the IEP process. The major source of difference for the computer-assisted and the noncomputer-assisted groups was in teacher time used in preparing for and conducting the IEP meeting. The savings for the teacher with computer assistance ranged from 7 to 28 minutes. Additional costs for paper, equipment, software, and data entry were not perceived as problems. It was concluded that the reported payoff to teachers and administrators of a computer system for IEPs in terms of time savings is sufficient to offset the operational costs. In addition, teachers producing computer-assisted IEPs had much more positive attitudes toward special education, and all teachers expressed positive attitudes toward using computers. (CL)

ED 248 684 EC 170 463

McCarron, Lawrence; And Others

Curriculum Guides for SSSQ.

Texas Tech Univ., Lubbock. Research and Training Center in Mental Retardation.
SPONS. AGENCY- Administration on Developmental Disabilities (DHHS), Washington, D.C.
PUB DATE- 82
NOTE- 503p.
AVAILABLE FROM- Research and Training Center in Mental Retardation, Texas Tech University, Box 4510, Lubbock, TX 79409 ($12.00).
LANGUAGE- English
EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adaptive Behavior (of Disabled); Basic Skills; Communication Skills; *Daily Living Skills; *Disabilities; First Aid; Homemaking Skills; Money Management; Practical Arts; *Prevocational Education; Safety; *Self Care Skills; Telephone Usage Instruction; Time; Travel Training
IDENTIFIERS- *Street Survival Skills Questionnaire

The curriculum guide was designed to teach prevocational and independent living skills to students with a wide range of handicapping conditions. The SSSQ (Street Survival Skills Questionnaire) curriculum presents information on objectives, materials, suggested performance criteria, teacher strategies, and specific students activities for the following topics (sample subtopics in parentheses): basic concepts, colors, up/down, right/left); functional signs (red light/green light, streetcrossing sign, hospital sign); tools (identification and use of common hand tools); domestic management (storage of frozen and refrigerated food, toilet cleaning, laundry); health, first aid and safety (toothbrushing, fingernail clippers, well balanced diets); public services (bus riding, libraries, personal checks); time (clock time, calendar time); money (coin identification, money equivalence); and measurements (room temperature, seasonal clothing). (CL)

ED 248 699 FL 014 555

Robson, Barbara
Yugoslavia: Country Status Report.
Center for Applied Linguistics, Washington, DC. Language/Area Reference Center.
PUB DATE- Jun 84
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Albanian; Armed Forces; Bilingualism; Elementary Secondary Education; *Foreign Countries; Government (Administrative Body); Higher Education; Hungarian; Industry; Interpreters; Language Maintenance; Language of Instruction; *Language Role; *Language Standardization; *Language Usage; Mass Media; Monolingualism; Multilingualism; Official Languages; Public Policy; *Serbocroatian; *Slovenian; Translation
IDENTIFIERS- Macedonian; *Yugoslavia

A survey of the status of language usage in Yugoslavia begins with an overview of the distribution of Serbo-Croatian, Croato-Serbian, Slovene, Macedonian, Albanian, and Hungarian, noting the status of all languages spoken there as nationality languages and as official languages in their speakers' republics. The equality of languages and cultures, the availability of education, the use of simultaneous translation in the parliament, and other factors contributing to a lack of linguistic unrest are outlined. A matrix follows that rates these languages on: (1) their usage rating using State Department classifications; (2) increase and decrease trends by the year 2000; (3) chief of state use in addressing the populace; (4) use in armed forces, government, court, and diplomatic communications, written and oral; (5) use as a language of instruction or required language in higher education, on the secondary and elementary levels, and in adult education; (6) use in the popular press, radio and television broadcasting, and film; (7) business and professional use, written and oral; (8) use in intellectual circles; (9) the alphabet situation; (10) the status of indigenous literature; (11) use in public signs and notices; and (12) the availability of instructional materials and dictionaries in the native languages for use in English as a second language. Explanatory notes give the number and population percentages using the languages, the type of alphabet used, and specific instructional material titles. A selected bibliography is also included. (MSE)

ED 248 328 CE 039 563

Galli, Nicholas, Ed.; And Others
Patient Education: A Better Way to Achieve Compliance in the Ambulatory Care Setting. Proceedings from a Conference Held at the Mount Sinai School of Medicine (New York, New York, May 29, 1981).
Mount Sinai School of Medicine, New York, NY. Brookdale Center for Continuous Education.
PUB DATE- 82
NOTE- 77p.; For a related document, see CE 039 562. Also sponsored by the New York City Consortium for Patient Education.
AVAILABLE FROM- Division of Consumer/Patient Education, Brookdale Center for Continuous Education, Mount Sinai School of Medicine, One Gustave L. Levy Place, New York, NY 10029 ($3.25, plus $1.00 postage).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adult Education; Allied Health Occupations Education; *Educational Benefits; Educational Needs; Educational Objectives; *Educational Practices; Family Counseling; *Health Education; Health Needs; Instructional Materials; Media Selection; Models; Older Adults; *Patient Education; Postsecondary Education; *Primary Health Care
IDENTIFIERS- *Ambulatory Health Care

These proceedings consist of the texts of eight papers presented at a conference on patient education. Included in the volume are the following conference presentations: "An Educational Framework in the Ambulatory Care Setting," by Jeannette J. Simmons; "The Status of Education in Ambulatory Care: A Report of the American Hospital Association," by Elizabeth Lee; "Compliance: Solving a Problem in a Busy Emergency Room," by Judy Best; "Patient Education: A Better Way to Achieve Compliance in the Ambulatory Care Setting," by Susan Resnik, Eric Delson, and Alice Forster; "Selecting and Using Pre-Packaged Health Education Programs," by Marjorie F. Goldstein; "Preparing Families to Help Older People," by Ann Miles; "Project Upbeat: A Model for Cardiac Patient Education," by Audrey R. Gotsch; and "Pinpointing the Message to Achieve Compliance," by Francis J. Santora. (MN)

Computerized Manufacturing Automation. Employment, Education, and the Workplace. Summary.

Congress of the U.S., Washington, D.C. Office of Technology Assessment.

REPORT NO.- OTA-CIT-236
PUB DATE- Apr 84
NOTE- 36p.; For the full report, see ED 244 147.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Automation; *Computer Oriented Programs; Computers; *Educational Needs; Employment Opportunities; Employment Patterns; Federal Government; Foreign Countries; *Futures (of Society); Industrial Education; Job Development; *Manufacturing; Postsecondary Education; Public Policy; Research and Development; Robotics; Secondary Education; *Work Environment
IDENTIFIERS- Computer Assisted Design; Computer Assisted Management System; *Computer Assisted Manufacturing

The application of programmable automation (PA) offers new opportunities to enhance and streamline manufacturing processes. Five PA technologies are examined in this report: computer-aided design, robots, numerically controlled machine tools, flexible manufacturing systems, and computer-integrated manufacturing. Each technology is in a relatively early stage of development and even earlier stages of application. PA is not likely to generate significant net national unemployment, but its use may exacerbate regional unemployment problems. Due to PA, the white-collar work force will constitute a larger proportion of manufacturing employment. The introduction of PA will create situations that have negative psychological effects on the work force but will tend to have a favorable impact on the physical surroundings of work. PA will reshape instructional services and create new demands for high quality education, training, and retraining programs; career guidance; job counseling; and placement services. PA industries concentrate on software and customer services and are characterized by high levels of interchange between firms. Both industry and government fund a broad range of PA research and development. Successful Federal policy regarding PA must mesh actions in several areas through a multifaceted strategy. (YLB)

ED 248 423 CG 017 697

Rogers-Stephen, Judy
Retaining Students on Probation: An Academic Counseling Model.
PUB DATE- Mar 84
NOTE- 70p.; Paper presented at the Annual Convention of the American Association for Counseling and Development (Houston, TX, March 18-21, 1984).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Academic Probation; College Students; Coping; *Counseling Services; Decision Making Skills; Higher Education; *Program Design; School Holding Power; *Skill Development
IDENTIFIERS- *Self Management; *University of Arkansas

This manual, developed for college counseling services, outlines the design and administration of the Academic Probation Program at the University of Arkansas. An overview of the individualized program, which focuses on academic coping skills, and guidelines for the seven stages of implementation are given, including orientation, the initial interview, bi-monthly academic monitoring conferences, the transcript interview, the review of goals interview, the final interview, and the petitioning interview. For each stage, the procedures, format, and requisite forms are given. A student handbook for academic probation is presented, which includes survival skill strategies, a student academic status flowchart, a list of "mentors" in each of the university's colleges, an explanation of the grade renewal policy, withdrawal procedures, grade point average calculations, and suspension procedures and outcomes. The manual concludes with a spring 1983 end-of-semester status report and retention percentages. (BL)

ED 248 439 CG 017 713

Boudreau, John W.
Utility Analysis Models for Productivity Improvement Programs Affecting Work Group Composition.
PUB DATE- Aug 84
NOTE- 21p.; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Canada, August 24-28, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Decision Making; Employees; *Group Dynamics; Labor Force; *Labor Force Development; *Labor Turnover; *Productivity; Work Environment
IDENTIFIERS- *Utility Analysis

Utility analysis offers human resource management a powerful framework for decision making. Previous research has indicated that this framework can provide dollar-valued estimates of the consequences of human resource decisions. Moreover, this framework provides a general model of decision costs and benefits that can help organize and integrate human resource management decisions and research. Utility analysis can be applied to a broad family of employee movement phenomena, including recruitment, selection, internal movement, and outward movement. Such applications compare the quantity and quality of employee movements to the cost incurred to accommodate those movements. What is needed is future research proceeding from this decision-theoretic perspective. Where utility models are developed (primarily for inward and outward movement), applications are needed that demonstrate the models and suggest refinements to make the models more realistic and generalizable. Where utility models are just emerging (primarily in internal movement), further conceptual development, followed by empirical research to apply and improve the basic models, is needed. This research is also likely to have practical applications, enabling human resource managers to more readily integrate their decisions and analyses with those of other management functions. (BL)

Witte, Stephen P.; Faigley, Lester
Evaluating College Writing Programs. Studies in Writing & Rhetoric.
Conference on Coll. Composition and Communication, Urbana, Ill.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, D.C.
REPORT NO.- ISBN-0-8093-1124-0
PUB DATE- 83
NOTE- 133p.; Foreword by Lee Odell.
GRANT- G008005896
AVAILABLE FROM- Southern Illinois University Press, P.O. Box 3697, Carbondale, IL 62901 ($8.50).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *College Programs; *Evaluation Criteria; Evaluation Methods; Higher Education; *Program Evaluation; *Writing Instruction; *Writing Research
IDENTIFIERS- *Writing Programs

Noting that present evaluation systems are so limited that they are neither reliable nor valid, this monograph critically reviews studies designed to evaluate composition programs at four major universities. The book offers theoretical and practical guidance through discussion of generalities from the four studies and pertinent questions and guidance to evaluators of composition programs. The first chapter looks at the state of the art of evaluating writing programs, discussing the need for such evaluation, and at two dominant approaches to writing program evaluation. The second chapter discusses a quantitative model of writing program evaluation in terms of four university studies, giving an overview of the dominant quantitative approach. Chapter 3 discusses a framework for evaluating college writing programs, including five components of writing program evaluation, and the final chapter discusses accommodating context and change in writing program evaluation. (HTH)

ED 248 572 EA 016 999

Hogan, Dan; Roth, Karen
Positive Organizational Climate: The Key to Quality Circles.
PUB DATE- 84
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Research/Technical (143)
DESCRIPTORS- Climate; Committees; Educational Change; *Educational Environment; *Educational Improvement; Educational Quality; Formative Evaluation; *Improvement Programs; *Models; *Organizational Climate; Organizations (Groups); Participation; *Work Environment

The changes necessary for creating a quality school can best be made in a positive organizational climate because any real change requires the active involvement of people in the organization, who will not participate unless they are highly satisfied with their work environment. Such an open, facilitating, nurturing environment can only be developed with leadership, staff support, willingness to take risks, and long-term commitment. Observation of organizations with successful climate improvement projects has led to development of the Roth/Hogan Model for Organizational Climate Improvement, involving the following 14 steps: gather informal data; determine the strength of your support system; make a commitment to the implementation of a comprehensive, systematic organizational climate improvement project; form a management committee; collect data; synthesize data; share data; prioritize short and long range projects; establish action committees; action committees develop action plans; management committee approves action plans; implement the plans; reassess--"How are we doing?"; and continue the process. Ideas and programs suggested by school climate action committees have included the following: faculty senate, student forum, parents' advisory council, Positive Peer influence, and weekend retreats for students and staff. (DCS)

ED 248 587 EA 017 072

Everett, R. E.; Sloan, Charles A.
Are We Paying Lip Service to Training New School Board Members?
PUB DATE- 84
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Board of Education Policy; *Boards of Education; Elementary Secondary Education; *Inservice Education; *Orientation; *Orientation Materials; Training; *Training Methods; Training Objectives

School board members usually have great power but little training. The literature supports the need for orientation and inservice training. A survey of a random sample of newly elected board members and superintendents in Illinois revealed a difference between the two groups in perception of training. Apparently superintendents believe that more training is taking place than board members are aware of. This difference of perception could be caused by lack of a common definition of training. Respondents identified types of training available and specified which types are most valuable. Training during board meetings is especially lacking, even though such training is vital. Ideas are listed for school board training, and written board policies concerning orientation and training of board members are recommended. A brief list of references concludes the paper. (FWR)

ED 248 603 EA 017 141

Standards for Georgia Public Schools, 1984.
Georgia State Dept. of Education, Atlanta.

PUB DATE- 1 Jul 84
NOTE- 39p.; For 1983 current and proposed standards, see ED 239 367.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Board of Education Policy; Elementary Secondary Education; *Public Schools; *State Boards of Education; *State Legislation; *State Standards
IDENTIFIERS- *Georgia

This edition contains two types of standards along with an interpretation of and/or reference to Georgia law or Georgia Board of Education policy. The first category includes standards that are required of either a school or local school system. The second category includes standards for field-test purposes from which future required standards will be drawn. System-level standards are classified as budget/finance; superintendent qualifications/responsibilities; personnel, including certification and infield requirements; length of school year; local board of education responsibilities; local system responsibilities; assessment and curriculum; facilities; transportation; and school food program. School-level standards are classified as principal qualifications/responsibilities; budget/finance/fund raising; personnel, including certification and infield requirements; length of school day; assessment and curriculum; interscholastic athletics; media centers; school food program; and facilities. Following these are administration and enforcement guidelines, an explanation of the development and evaluation process, standards classification, and an index. (MLF)

Annual Report, Fiscal Year 1983.
Department of Education, Washington, DC.
PUB DATE- 84
NOTE- 119p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Agency Cooperation; Bilingual Education; Civil Rights; Educational Research; Elementary Secondary Education; Federal Legislation; *Federal Programs; Organizational Objectives; Postsecondary Education; *Public Agencies; Public Education; Rehabilitation Programs; Research and Development; Special Education; Vocational Education
IDENTIFIERS- Audits; *Department of Education; Nation at Risk (A)

As mandated by Congress, this annual report from the U.S. Department of Education (ED) describes its activities in the past fiscal year (FY). Secretary of Education, T. H. Bell, summarizes ED accomplishments in FY 1983 in such areas as excellence in education, citing the findings and impact of the report "A Nation at Risk"; the implementation of higher standards for the performance of all personnel; debt collection; prevention and reduction of fraud, waste, and mismanagement; regulation reform; reduction of reporting requirements and paperwork; civil rights; education and work; passage of tuition tax credits; student financial aid; and special student populations. Following a chart showing ED organization, activities of the Under Secretary's office are outlined, as are operations in the ED offices for Management; Planning, Budget and Evaluation; and Intergovernmental and Interagency Affairs. Next the ED Inspector General's office reviews its audit and investigative actions. Also reporting on their programs are the ED offices for Elementary and Secondary Education,

Special Education and Rehabilitative Services, Bilingual Education and Minority Languages Affairs, Vocational and Adult Education, Postsecondary Education, Educational Research and Improvement, Civil Rights, General Legal Counsel, and Legislation and Public Affairs. A brief appendix lists the ED advisory councils and committees, and boards and commissions for October 1, 1982-September 30, 1983. (MLF)

ED 248 342 CE 039 601

Training and Economic Development: The Impact of Industry-Specific Training on Business and the Economy of New York State.

New York State Education Dept., Albany. Office of Occupational and Continuing Education.

PUB DATE- 84
NOTE- 77p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Business; *Economic Development; Educational Benefits; Education Work Relationship; *Industrial Training; Industry; Job Development; Job Skills; *Job Training; Labor Force Development; Manufacturing Industry; Models; *Outcomes of Education; Postsecondary Education; Productivity; Program Descriptions; Program Effectiveness; Retraining; *School Business Relationship; School Role; Skill Development; State Boards of Education; State Programs; State Surveys
IDENTIFIERS- Impact Studies; *New York; *Short Term Training

A study examined approximately 130 projects that were conducted in New York between November 1980 and December 1983 as a part of the state's Short-Term Program for Economic Development. During the study, researchers interviewed representatives of the businesses, industries, unions, and educational institutions involved in the training programs in order to determine the effectiveness of the programs themselves and the methods used to evaluate them. Based on these interviews, the researchers concluded that the Short-Term Program for Economic Development resulted in increases in productivity and quality or quantity of goods and services for the participating companies. In addition to the creation of over 1,800 new jobs, primarily in the manufacturing industry, the program was responsible for increases in state and local tax revenues. (Appended to this report are project summaries, a discussion of the design of the study, and lists of interview topics for production and service organizations and for special training situations.) (MN)

ED 248 383 CE 039 711

Nurse Education Amendments of 1984. Report to the Senate, 98th Congress, 2nd Session.

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.

REPORT NO.- Senate-R-98-492
PUB DATE- 25 May 84
NOTE- 41p.; To accompany S. 2574.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Continuing Education; Cost Estimates; Disadvantaged; *Educational Legislation; Educational Needs; *Federal Legislation; Financial Support; Nurse Practitioners; *Nursing Education; Policy Formation; Position Papers; Postsecondary Education; Program Administration; *Public Policy; Retraining; *Student Financial Aid; *Student Loan Programs
IDENTIFIERS- Congress 98th; *Nurse Education Amendments 1984; Nurse Training Act 1984; Reauthorization Legislation

This congressional report presents the views of the House Committee on Labor and Human Resources concerning the Nurse Education Amendments of 1984. (The Nurse Education Amendments of 1984 reauthorize the nursing special projects program providing grants and contracts for such types of nurse training as continuing education, retraining, education for disadvantaged persons, programs to improve the distribution by geographic area or by specialty group of adequately trained nursing personnel, and programs to upgrade the skills of licensed vocational or practical nurses and other paraprofessional nursing personnel. They also encourage improved access to nursing services in noninstitutional settings and encourage nursing graduates to practice in health manpower shortage areas.) Included in the report are the following: a summary of the bill, the background and need for the legislation, the history of the bill, its text as reported, committee views on the bill, a tabulation of votes cast in committee, a budget estimate, a regulatory budget statement, a family fairness statement, a section-by-section analysis of the bill, and changes in the existing law that will be effected by the bill. (MN)

ED 248 396 CE 039 729

Leadership through FFA.
Montana State Univ., Bozeman. Dept. of Agricultural and Industrial Education.
SPONS. AGENCY- Montana State Office of Public Instruction, Helena.

Dept. of Vocational Education Services.
PUB DATE- Jul 84
NOTE- 68p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Agricultural Education; Awards; Behavioral Objectives; Classroom Techniques; College Freshmen; Educational Benefits; Higher Education; *Leadership; *Leadership Training; Learning Activities; Lesson Plans; Meetings; Program Content; Program Development; State Curriculum Guides; Student Motivation; *Student Organizations; *Student Participation; Teaching Methods; *Vocational Education
IDENTIFIERS- Contests; *Future Farmers of America; Montana

This curriculum guide is intended for use in teaching an instructional unit in leadership through the Future Farmers of American (FFA). The guide is geared toward college freshmen. Addressed in the individual lessons of the instructional unit are the following topics: the benefits of participation in the FFA, the history and development of the FFA, the operation of the FFA, national FFA activities and awards, FFA awards to members, state and national contests, the planning and implementation of chapter meetings, and development of chapter leaders. Each lesson contains some or all of the following: a statement of need; a suggested reading assignment; objectives; key questions, problems, and concerns along with pertinent teaching techniques and information; suggested learning activities; a list of references; transparency masters; and handouts. (MN)

ED 248 410 CE 039 755

Amoroso, Henry C., Jr.
On Becoming Literate: Personal Perspectives.
PUB DATE- Apr 84
NOTE- 15p.; Presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adult Basic Education; Adult Literacy; *Adult Students; *Educational Attitudes; Educational Benefits; Educational Needs; Illiteracy; Individual Needs; Interviews; Learning Processes; *Literacy Education; *Student Attitudes; *Student Educational Objectives; Student Motivation; Student Needs; Student Role; Teacher Role
IDENTIFIERS- Tennessee

A group of adult learners in Tennessee who were in various stages of learning to read were interviewed in order to determine their assumptions concerning the acquisition of literacy skills. The focus of the interviews was on the students' motives for wanting to learn how to read and write, their concepts about the nature of the learning process, and their expectations about the role of the teacher and the learner in the process. This paper includes 25 excerpts from the interviews. Among the topics covered in the excerpts are being misunderstood, questioning the motives of literacy workers, developing self-understanding, stimulating a desire to read for pleasure and information, being treated disrespectfully, developing a reciprocal teacher-learner relationship, helping learners to build a concept of what a good reader does, using computer-assisted instruction, accepting learners as fellow human beings, providing immediate success with print, covering up inadequacies, accommodating anxieties in illiterate persons, helping learners reflect critically upon the reasons for their present situation, not being understood, becoming literate for personal insight, meeting learner needs for personal attention and empathy, overcoming anxieties about joining literacy classes, discovering what is important to learners, and understanding the value of education and the roots of illiteracy. (MN)

CS

ED 248 454 CS 007 365

Tzeng, Ovid J. L.; And Others
Relationship between Orthographic Characteristics and Reading
Behavior, Final Technical Report, March 20, 1981 to March 19, 1983.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 83
NOTE- 171p.
GRANT- NIE-G-81-0055
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cross Cultural Studies; Deafness; *Language Processing; Neurolinguistics; *Neurological Organization; *Orthographic Symbols; *Reading Difficulties; Reading Processes; *Reading Research; Visualization; Writing (Composition)

This final report on the relationship between orthographic characteristics and reading behavior consists of five chapters. The first chapter examines writing in its variety of forms in different cultures, noting that such differences can provide important clues to how the brain processes visual information. The second chapter addresses the issue of orthography and reviews results of cross-language research and comparative reading studies in order to achieve a better theoretical and practical understanding of the fundamental psychological processes of reading behavior, both in their acquisition and in their developed functioning. The third chapter describes three experiments that investigated the nature of deaf children's reading inability, while the fourth chapter critically examines the conceptualization between two experiments that presented words in the format of mixing upper and lower case letters to gather evidence for visual reading in skilled readers. The fifth chapter addresses the issue of orthography, reading, and higher cortical functions and examines how the brain adapts to orthographic variations across and within different languages. (HOD)

ED 248 513 CS 208 470

Tsang, Kuo-jen
World Images in Newsmagazine Pictures: A Preliminary Study.
PUB DATE- Aug 84

NOTE- 31p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (67th, Gainesville, FL, August 5-8, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Content Analysis; Cultural Images; *Foreign Countries; *Media Research; *News Reporting; *Periodicals; *Photographs
IDENTIFIERS- Newsmagazines; *Newsweek Magazine; *Time Magazine

A study investigated how news photographs in "Time" and "Newsweek" have portrayed the world to their readers. News photographs about foreign nations were selected from 60 issues of each magazine for the years 1971, 1976, and 1980. The picture's subject, size, country, and source, and the section in which it appeared were recorded. Results indicated that nonviolent events dominated the content of news pictures in both magazines for all three years, with human interest and government/political affairs the dominant themes. The total percentage of violent pictures increased from 1971 to 1980 in "Time," while human interest pictures increased in "Newsweek." Most pictures about foreign countries were found in the world affairs sections of the magazines, and more than 70% of them were related to either world politics or world business. The main sources for the pictures were staff photographers, wire services, photographic agencies, and independent photographers ("stringers"). Western and Eastern European countries received relatively more favorable coverage in the pictures than did other countries, and regions such as Africa, Latin America, and the Pacific Islands/Australia/New Zealand were rarely presented as subjects. (Author/FL)

ED 248 543 CS 504 573

O'Keefe, Barbara J.

Being Clear about "Competence."

PUB DATE- Nov 83
NOTE- 11p.; Paper presented at the Annual Meeting of the Speech Communication Association (69th, Washington, DC, November 10-13, 1983).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication Research; Communication Skills; *Competence; *Concept Formation; *Definitions; Educational Assessment; *Evaluation Criteria; Interpersonal Competence;

Research Needs; Research Problems; *Semantics; Specifications; *Speech Communication

There are at least four distinct uses of the term "competence" in speech communication: (1) to refer to some set of standards used in evaluating aspects of communication processes, (2) to refer to some set of objects to be evaluated, (3) to refer to a method for evaluating aspects of communication against some standard, and (4) to refer to a process, attribute, or mechanism that is offered as an explanation of some evaluated feature of communication. Regardless of its use, it is important to keep in mind that there is no single, widely accepted use for the term and that anyone can, in fact, use the term any way he or she pleases. In addition, the different uses of the word competence involve references to different things, and very often the application of the term to something depends more on the way a researcher has set the parameters in a research program than on anything else. When competence is used to refer to some standards of evaluation for communication, it is important to recognize that just as there is no correct use for the term "competence," there is no single correct set of standards for assessing communication. The best solution would be to stop using the term and to develop a differentiated vocabulary that reflects distinctions in its use. (HOD)

ED 248 636 EC 170 414

Houchens, Cora J.

A Personal Adjustment Curriculum for Secondary Behaviorally Disordered Students.

PUB DATE- 83
NOTE- 9p.; Paper presented at the Minnesota Conference on Programming for the Developmental Needs of Adolescents with Behavioral Disorders (Minneapolis, MN, Fall, 1982). Contained in EC 170 401.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Affective Behavior; *Behavior Disorders; *Curriculum Development; *Emotional Disturbances; High Schools; *Individual Development; Interpersonal Competence; *Learning Disabilities; Lesson Plans

A curriculum in affective education was developed for learning disabled and emotionally impaired high school students. The initial course in the curriculum was one on personal growth (in which students were encouraged to become more aware of identity, competencies, preferences, influences, and body). Objectives were written for three major subject areas within this topic: identity, interpersonal relationships, and values. Lesson plans were developed to include music as an approach to helping students understand and express their feelings. Evaluations of the course revealed increases in self-concept and in communication skills. The course eventually was expanded into a 2-part course for secondary behavior disordered students. (CL)

ED 248 713 FL 014 569

Kessler, Carolyn; Quinn, Mary Ellen
Second Language Acquisition in the Context of Science Experiences.
PUB DATE- Mar 84
NOTE- 35p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (Houston, TX, March 6-11, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *English (Second Language); Gujarati; High School Students; Laboratory Experiments; *Language Skills; Longitudinal Studies; *Science Instruction; *Second Language Learning; Technical Writing

The common links in language learning theory relating to school content areas are the notion of input comprehensible to the learner, the distinction between language usage and use, and the concept of cognitive/academic language proficiency in contrast with basic interpersonal communication skills. This suggests that a laboratory-based science class using an inquiry approach would be an optimal source of comprehensible input and communicative use of language, drawing on and contributing to further development of cognitive/academic language proficiency. A study of the acquisition of English as a second language by a native speaker of Gujarati in the context of a high school physical science course during one academic year provides evidence of enhanced language learning. The student was tested for English language proficiency and language attitudes in September and May of the school year, and other materials such as personal letters to the teacher and lab reports were examined for language usage and grammar. The data show that in the course of the year the student moved out of pre-production English and systematically and extensively acquired linguistic forms for both personal and technical writing even though the teacher did not direct overt attention to language forms and the mechanics of written English. The results support the idea that a lab-based science facilitates development of both spoken and written language. (MSE)

ED 248 727 FL 014 587

Palmer, Ian C.

The Ethics of Test Preparation at Intensive English Language Programs.

PUB DATE- Jul 84
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *English (Second Language); *Ethics; *Intensive Language Courses; *Language Proficiency; *Language Tests; Standardized Tests; *Test Coaching; Test Wiseness

It is concluded from a review of the literature and consideration of the type and objectives of tests and programs in English as a second language that, just as limiting an instructional program to what is to be tested in standardized tests would be inappropriate, so would constructing such a program without regard for what was to be tested. It is suggested that a more realistic and effective response be taken to students' needs regarding the Test of English as a Foreign Language (TOEFL). Four test preparation methods should be addressed: (1) familiarization with the test format and procedures, (2) skill-building in regular classwork and special preparation classes, (3) practice in taking tests, and (4) training in test-taking techniques based on the test's design features as used by the test creators. Potential problems include the risk of an overly test-centered program, and potential advantages include the use of student motivation for passing the test to enhance competency and the capability of answering deep student concern about the tests. It is proposed that the responsibility of the intensive English language program is not to ignore the test because of criticism of it, but to determine how to meet the students' needs for proficiency and to display this proficiency to their best advantage. (MSE)

Career Education Programs for the Handicapped. Final Report 1983-1984.

Brookdale Community Coll., Lincroft, N.J.

SPONS. AGENCY- New Jersey State Dept. of Education, Trenton. Div. of Vocational Education and Career Preparation.
PUB DATE- 84
NOTE- 85p.; Workshop evaluations (Appendix VI) will not reproduce well due to broken print.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Career Choice; Career Counseling; *Career Education; *Career Planning; *Disabilities; Goal Orientation; Information Centers; Job Development; Job Placement; Postsecondary Education; *Program Development; Program Implementation; Student Organizations; Student Participation; *Two Year Colleges
IDENTIFIERS- Brookdale Community College NJ; Shadowing

A project was designed to create a program with adapted materials and techniques and the necessary support staff to meet the problems inherent in career education for handicapped students. Handicapped students who generally cannot secure employment because of inappropriate job goals were helped by Brookdale Community College's Career Services for the Handicapped through the provision of such services as an advisory board, 80 workshops that provided career group experiences for handicapped individuals, individual counseling, a career fair for the physically handicapped, a speaker's bureau comprised of role models, on-site visits to employers, job placement programs, and job shadowing. Still other services included volunteer support services, publicity, telephone services for the deaf, social events, a barrier-free Mini-Career Information Center, cooperation with other agencies, establishment of a college student activities organization to promote student involvement, and formation of a support group of parents. Continued attention was recommended for the areas of transportation, job placement, and job development. (Appendixes, amounting to approximately one-half of the report, include a bibliography, census information, copies of the newsletter, career fair report, participant evaluations of workshops, and career fair invitation and program.) (YLB)

ED 248 469 CS 007 749

Dollerup, Cay, Ed.; And Others

Plan for the Experimental Set-Up in Stages 1 and 2. Fairytale: An Interdisciplinary Turco-Danish Study of the Collective v. the Individual Nature of the Response to Literature. Report No. 5.

Bosphorus Univ., Istanbul (Turkey). Dept. of Language and Literature.; Copenhagen Univ. (Denmark). Dept. of English.

PUB DATE- 10 Nov 79

NOTE- 15p.; Sponsored jointly by Unesco, NATO, and the Danish Research Council for the Humanities. For related documents, see CS 007 745-759.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Cross Cultural Studies; *Folk Culture; Foreign Countries; Literary Genres; Literature; Program Descriptions; *Reader Response; *Reading Research; Research; *Research Design; Research Methodology; Research Projects

IDENTIFIERS- Denmark; *Fairy Tales; *Response to Literature; Turkey

A detailed plan for stages one and two of the interdisciplinary Turko-Danish Fairytale Project is presented in this paper and factors considered in the project's research design are discussed in depth. The first section describes the working hypotheses of the project--that there are primordial patterns in the response to literature that are common to people in different cultures and countries, and that this hypothesis can be tested by charting readers' responses to fairy tales. The first section also notes that fairy tales belong to an oral tradition, describes some reasons for their appeal to large audiences today, and explains how they can be broken into deep structures. The second section explains the selection criteria for the fairy tales to be used in the project, including restrictions on length, cross cultural availability, and symbol familiarity/obviousness. The third section describes the tentative structure of the experimental set-up. The subjects and the core groups, preliminary plans for the instruction and questionnaires to be used, and the order of the fairy tales are discussed. (CRH)

ED 248 483 CS 007 772

Goelman, Hillel, Ed.; And Others
Awakening to Literacy. The University of Victoria Symposium on Children's Response to a Literate Environment: Literacy before Schooling (Victoria, British Columbia, October 1982).

REPORT NO.- ISBN-0-435-08207-8
PUB DATE- 84
NOTE- 240p.
AVAILABLE FROM- Heinemann Educational Books, Inc., 70 Court St., Portsmouth, NH 03801 ($15.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Collected Works - Proceedings (021)
DESCRIPTORS- *Cognitive Development; Cognitive Style; *Cultural Influences; *Early Reading; Family Relationship; Kindergarten; Language Acquisition; Learning Processes; *Literacy; Microcomputers; Oral Language; *Preschool Children; Preschool Education; Reading Aloud to Others; Reading Instruction; Social Influences; Writing (Composition)

The result of an international symposium conducted in Canada, this book contains articles by experts in the fields of anthropology, linguistics, psychology, sociology, and education on the subject of preschool children and literacy. The book is divided into three sections dealing with literacy and culture, learning to be literate, and literacy and cognition. The 15 articles discuss the following topics: (1) learning to read culturally, or literacy before schooling; (2) social and institutional influences on the development and practice of literacy; (3) families as environments for literacy; (4) the achievement of preschool literacy for mother and child; (5) Puerto Rican kindergarten children learning literacy through play; (6) the child as teacher; (7) the development of literacy; (8) the significance of reading to young children for literacy development; (9) literacy at home and at school; (10) the leap from computer procedure to reading ability; (11) the creative achievement of literacy; (12) the underlying logic of literacy development; (13) speech and writing, and modes of learning; (14) oral language antecedents of literacy; and (15) language, mind, and reading. The book concludes with commentaries on the nature and events of the symposium, and on its implications. (HTH)

ED 248 498 CS 007 797

Nagy, William E.; Herman, Patricia A.
Limitations of Vocabulary Instruction. Technical Report No. 326.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Oct 84
NOTE- 45p.; Expanded version of a paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).
CONTRACT- 400-81-0030
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; *English; Language Skills; *Learning Strategies; *Reading Instruction; Reading Skills; *Teacher Effectiveness; *Teacher Role; Teaching Methods; *Vocabulary Development; Word Recognition

Researchers and educators involved in designing programs of vocabulary instruction must take a more realistic view of the task they face and realize that vocabulary instruction has limitations. First among these limitations is the sheer size of the task. Teaching the meanings of new words one at a time cannot possibly ensure the volume of vocabulary growth necessary for normal progress in reading, nor can it be seen as a solution to the massive vocabulary problems facing many students. A second limitation is that much vocabulary instruction has been found not to increase reading comprehension measurably, and a third is the failure to take into account the heterogeneity of English vocabulary and to adapt instructional methods to different types of words. Recognition of the limitations of vocabulary instruction makes it necessary to reevaluate the goals of such instruction, and the criteria for what constitutes the most effective approach to it. A primary goal for any vocabulary program must be to foster independent word learning, which necessarily involves a large volume of reading. (Author/FL)

ED 248 558 CS 504 687

Yakel, Norman; Caron, Ruth

Teacher Training in Drama Education: A Unique Approach.

PUB DATE- Aug 84
NOTE- 8p.; Paper presented at the Annual Meeting of the American Theatre Association (San Francisco, CA, August 12-15, 1984).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Aesthetic Education; *Art Education; Community Benefits; Cultural Background; *Cultural Enrichment; *Drama; Foreign Countries; Higher Education; *Interdisciplinary Approach; Program Descriptions; *Teacher Education Programs
IDENTIFIERS- University of Regina (Saskatchewan)

Given the responsibility that was placed on school systems to develop and maintain Canadian culture through arts education, the faculty of education at the University of Regina (Saskatchewan), developed a program to prepare teachers to fill the variety of arts education roles. In the four-year undergraduate program, five arts disciplines are included: visual, music, dance, drama, and literary arts. All students in the program are required to enroll in a common first year in education. In years two, three, and four, the required education classes in each of the five arts disciplines follow a parallel structure. For example, in year two the focus is on curriculum development, in year three the students are introduced to teaching strategies and theories of instruction, and in year four the classes are addressed to critical feedback from the internship experience. Another unique component of the program is the requirement that all students from each of the disciplines enroll in the arts education seminar and three sequential aesthetic education classes. Students are also required to attend cultural events throughout the city. It is hoped that this newly established arts education program will produce graduates who will generate educational programs to alter traditional practices in arts education and therefore better meet the needs of the community.(HOD)

ED 248 588 EA 017 074

Hood, Florence F.
Futurism 1984: An Overview.
PUB DATE- Feb 84
NOTE- 34p.; Prepared for the State Advisory Council on Vocational Education, Virginia.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Delphi Technique; *Futures (of Society); History; Individual Characteristics; *Long Range Planning; Methods; *Planning; *Prediction; Vocational Education

This overview of futurism defines it as a movement believing that a positive future world may be created through wise decision-making and futuristic planning. Present societal conditions have provided an impetus for a futuristic focus, and various authors, think tanks, techniques, and organizations have contributed to the wide acclaim and respect given futurism today. The three different approaches to futurism are crisis futurism, evolutionary futurism, and spiritual futurism; and they must be merged into a new synthesis as the best hope for a positive future. Three basic principles of futurism are the unity or interconnectedness of reality; the crucial importance of time; and the importance of ideas, which provide the substance about a time that has not yet been. Future-oriented persons share many characteristics, including a high level of creativity. Planning is one of the many areas in which future studies can be effectively used. Forecasting techniques futurists use include exploratory forecasting, normative forecasting, and the Delphi technique. Readings and cassette tapes on futurism and vocational education are listed. (Author/DCS)

ED 248 604 EA 017 142

Roberts, Arthur D.; Cawelti, Gordon
Redefining General Education in the American High School.
Association for Supervision and Curriculum Development, Alexandria, Va.

REPORT NO.- ISBN-0-87120-126-7
PUB DATE- 84
NOTE- 166p.
AVAILABLE FROM- Publication Sales, Association for Supervision and Curriculum Development, 225 North Washington Street, Alexandria, VA 22314 (ASCD Stock No. 611-84332; $8.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Case Studies; *Curriculum Development; *Curriculum Evaluation; Educational Change; Educational Trends; Futures (of Society); *General Education; Graduation Requirements; *High Schools; High School Students; Networks

Seventeen high schools, representing a broad cross-section of American communities, were selected to be part of a network of schools receiving help in reconceptualizing their existing general education programs. The two-year project involved meetings of the network participants with each other and with experts to help the participants develop a model they could use for general education in their respective schools. Deliberations in the local communities involved setting up committess or task forces to organize the redefinition process and choose a curriculum mode. The report describes the network schools, curriculum models, interactions with students, and results of the project. The report also provides conclusions and offers recommendations; the latter, intended for all schools, are as follows: (1) seek consensus on the high school's mission; (2) set policy ensuring periodic redesign of the curriculum; (3) set curriculum balance as a top priority in curriculum development; (4) develop an ongoing program of staff development; (5) develop an organizational structure to ensure curriculum development; and (6) provide sufficient time to design common learnings for all students. The appendixes contain general education statements from four of the schools. (MLF)

ED 248 652 EC 170 431

Steve, Michael
Problem Solving and Decision Making: A Review of the Literature.
PUB DATE- Jun 84
NOTE- 53p.; In: Areson, Ann H., Ed. and DeCaro, James J., Ed. Teaching, Learning and Development: Volume I. See EC 170 424.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Career Development; *Coping; *Deafness; *Decision Making; Hearing Impairments; Models; Postsecondary Education; *Problem Solving; *Teaching Methods

Part of a collection of papers commissioned by Foundations, a project designed to identify the career development needs of students entering the National Technical Institute for the Deaf, this paper examines research on problem solving and decision making. The section on problem solving reviews various models and concepts associated with problem solving and considers the implications for training that follow from the past experience and the perception perspectives. The section on decision making describes normative, descriptive, dynamic, and conflict models. Three different defensive coping patterns are described (indifference, hypervigilance, and defensive avoidance), each linked to a set of antecedent conditions and a set of behavioral consequences. Suggestions for interventions that can provide assistance and support to students as they make decisions related to vocational choices are presented; they center on changing the perceptions and beliefs internal to the decisionmaker and/or modifying the external environment. Eleven general guidelines are offered, including examination of the ways in which individual differences relate to vocational decision making. (CL)

ED 248 668 EC 170 447

Waldron, Manjula; And Others
EEG Alpha and Beta Activity in Normal and Deaf Subjects.
PUB DATE- 24 Apr 84
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Deafness; *Neurological Organization; *Oral Communication Method; *Sign Language; Young Adults

Electroencephalogram and task performance data were collected from three groups of young adult males: profoundly deaf Ss who signed from an early age, profoundly deaf Ss who only used oral (speech and speedreading) methods of communication, and normal hearing Ss. Alpha and Beta brain wave patterns over the Wernicke's area were compared across groups by task. Differences in brain activities patterns were observed between deaf and normal as well as between signer and oral deaf Ss. These results suggested a difference in brain organization across groups. Hemispheric difference in brain activation was observed only for the Mooney faces task. Findings indicate that if deaf persons have consistent error-free language codes early enough in life they could develop near-normal cognitive abilities. (Author/CL)

FL

ED 248 685 FL 014 414

Faerch, Claus; And Others
Scandinavian Working Papers on Bilingualism, 2.
Stockholm Univ. (Sweden). Inst. of Linguistics.
REPORT NO.- ISSN-0280-7750
PUB DATE- 84
NOTE- 94p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Collected Works - Serials (022)
DESCRIPTORS- *Bilingualism; *Code Switching (Language); English; Immigrants; *Interlanguage; *Language Proficiency; Language Research; *Linguistic Borrowing; Preschool Children; Semantics; Swedish; Transfer of Training; *Translation; Vocabulary
IDENTIFIERS- Sweden

Five papers on bilingualism are presented. "Giving Transfer a Boost--Describing Transfer Variation in Learners' Interlanguage Performance" by Claus Faerch suggests, outlines, and illustrates a heuristic principle for describing the result of positive transfer from one language to another, based on the assumption that learners maximize transfer in both learning and communication. In "Semantic Over-Extension and Lexical Over-Use in Immigrant Swedish" by Ulla-Britt Kotsinas, examples are given of these phenomena in a variety of grammatical situations. "The Relation Between Code Differentiation and Language Mixing in Bilingual Three-to Four-Year-Old Children" by Lenore Arnberg and Peter W. Arnberg, reports a study whose results support a one-system theory of bilingual language acquisition. "The Problem of Divergence in Translation--A Model for Disambiguation" by Jennifer Draskau outlines and discusses a procedure for translators to use to handle problems occurring when one word in the language to be translated can be used in more than one sense in the target language. In "The Reception of English Loans in Sweden" by Magnus Ljung, ten types of English loans are discussed and ranked, the influence of social factors in loaning is examined, age is proposed as the most important determinant of loan use, and some regional differences are illustrated. (MSE)

ED 248 700 FL 014 556

Robson, Barbara

Tanzania: Country Status Report.

Center for Applied Linguistics, Washington, DC. Language/Area Reference Center.
PUB DATE- Jun 84
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; *African Languages; Armed Forces; Bilingualism; Elementary Secondary Education; *English; *Foreign Countries; Higher Education; Industry; Language Maintenance; Language of Instruction; Language Role; *Language Standardization; *Language Usage; Literacy Education; Mass Media; Monolingualism; Multilingualism; Official Languages; Public Policy; *Swahili
IDENTIFIERS- Chaga; Gogo; Ha; Haya; Hehe; Makonde; Nyakusa; Nyamwezi; Sukuma; *Tanzania

A survey of the status of language usage in Tanzania begins with an overview of the three levels of language use: (1) Swahili, the national and official language, used in public life; (2) English, used in international affairs and in technical and intellectual matters; and (3) the over 120 vernacular languages used in family and religious life, including Sukuma, Makonde, Chaga, Haya, Nyamwezi, Ha, Hehe, Gogo, and Nyakusa. Attention is given to Tanzania's role as a pioneer in establishing an indigenous rather than a colonial language as its official language, and language policy following from that point is examined. A matrix follows that rates these languages and vernaculars on: (1) their usage rating using State Department classifications; (2) increase and decrease trends by the year 2000; (3) chief of state use in addressing the populace; (4) use in armed forces, government, court, and diplomatic communications, written and oral; (5) use as a language of instruction or required language in higher education, on the secondary and elementary levels, and in adult education; (6) use in the popular press, radio and television broadcasting, and film; (7) business and professional use, written and oral; (8) use in intellectual circles; (9) the alphabet situation; (10) the status of indigenous literature; (11) use in public signs and notices; and (12) the availability of instructional materials and dictionaries in the native languages for use in English as a second language. Explanatory notes give the number and population percentages using the languages, the type of alphabet used, and specific instructional materials titles. A selected bibliography is also included. (MSE)

ED 248 329 CE 039 570

Williamson, Bert; Pedersen, Joe F.
Curriculum Bank for Individualized Electronic Instruction. Final Report.
Skagit Valley Coll., Mount Vernon, Wash.
SPONS. AGENCY- Washington State Commission for Vocational Education, Olympia.
PUB DATE- Dec 83
NOTE- 132p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Behavioral Objectives; Computer Assisted Instruction; *Computer Managed Instruction; *Curriculum Development; *Electric Circuits; *Electronics; Higher Education; Industrial Arts; *Information Storage; Learning Activities; Material Development; Open Plan Schools; Revision (Written Composition); *Technical Education

Objectives of this project were to update and convert to disk storage appropriate handout materials for courses for the electronic technology open classroom. Project activities were an ERIC search for computer-managed instructional materials; updating of the course outline, lesson outlines, information handouts, and unit tests; and storage of the revised materials on magnetic media. Revisions were completed for the course, Electronic Fundamentals--DC, and were begun for a second course, Electronic Fundamentals--AC. Following the 11-page narrative are appendixes providing curricula for the two courses, Electronic Fundamentals--DC and Electronic Fundamentals--AC, which include unit outlines with objectives, assignments, laboratory experiments, information sheets, and quizzes. The 10 units in the first course cover introduction to electronics; Ohms Law; series circuits; parallel circuits; series/parallel circuits; voltage and current dividers; direct current meters; conductors, resistors, batteries; Kirchoff's laws; and network theorems. The 10 units in the second course cover electromagnetic induction, characteristics of AC, inductance, inductive reactance, inductive circuits, capacitance, capacitive reactance, capacitive circuits, alternating circuits, and resonance. Other appendixes include standard schematic diagrams, sample laboratory report form, safety guidelines, and a bibliography. (YLB)

ED 248 356 CE 039 646

Dole, Marjorie B.

The ABC's of Using the Arkansas Occupational and Educational Information System in the Adult Education Classroom. A Guidance Manual for Adult Education Teachers.

SPONS. AGENCY- Arkansas State Dept. of Education, Little Rock. Adult Education Section.; Arkansas State Employment Security Div., Little Rock.
PUB DATE- Jun 84
NOTE- 51p.; The Arkansas Occupational and Educational Information System materials were developed by Coy Cozart and Tanny Harper of the Arkansas Employment and Security Division.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Education; Adult Students; Career Choice; Career Education; Career Guidance; *Career Planning; Individual Characteristics; *Information Systems; Information Utilization; *Occupational Information; *Self Evaluation (Individuals); *Vocational Interests
IDENTIFIERS- 310 Project; *Arkansas Occupational Educational Information Syst

This guidance manual for adult education teachers contains materials for and information on the use of the Arkansas Occupational and Educational Information System (AOEIS) with adult education students. Section A reproduces in its entirety the "AOEIS Structured Search Guide." This guide, the first step in using AOEIS, leads the student through a structured search to identify interests and preferences that affect career choice. On the right hand page is a reprint from the guide; on the facing page are suggestions to assist the teacher in interpreting the material for the students. Section B briefly discusses materials used in steps 2 and 3 of the AOEIS: a manual or computer search to obtain a list of relevant occupations; and an exploration of the AOEIS Data Files through a microfiche reader or viewer to obtain specific information about occupations. Samples of structured search scan sheets are provided. Other contents include a glossary of terms, information on obtaining AOEIS materials, and a listing of resource persons. Section C contains tips for adult education teachers, a step-by-step procedure for using AOEIS in an adult education classroom, and an annotated list of related vocational guidance materials. Two articles about career information delivery systems are appended. (YLB)

ED 248 424   CG 017 698

Johnson, William L.
The Formation of Adult Identity: A Review.
PUB DATE- 84
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Adult Development; *Adults; *Personality Development; Personality Theories; Philosophy; *Self Concept
IDENTIFIERS- *Identity Formation

This paper examines the concept of identity from philosophical, personal, and territorial perspectives. In the first section an historical perspective on identity is explored through the writings of Plato, Dupius, Josephus, and Thut. Twentieth century models of identity are related to the concepts of these writers of ancient Greece. In the second section, on personal identity, the ideas of modern theorists are highlighted, particularly the work of Erickson. In the following sections, the concepts of identity confusion and group identity are related to the definition of personal identity. The formation of individual identity is discussed in the context of family influence. Finally, future developments in the concept of personal identity are discussed. (MCF)

EC

ED 248 620 EC 162 763

English, R. William

The Role of the Family in Rehabilitation. Rehabilitation Research Review #8.

Catholic Univ. of America, Washington, D.C. National Rehabilitation Information Center.

SPONS. AGENCY- National Inst. of Handicapped Research (ED), Washington, DC.

PUB DATE- 83

NOTE- 70p.

CONTRACT- 300-83-0006

AVAILABLE FROM- National Rehabilitation Information Center, The Catholic University of America, 4407 Eighth St., N.E., Washington, DC 20017 ($7.50).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reference Materials - Bibliographies (131) Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- *Disabilities; *Family Relationship; *Family Role; Interpersonal Relationship; Intervention; Parent Counseling; Parent Education; *Rehabilitation

The report reviews 159 documents (1953-1982) on the role of the family in rehabilitation of persons with disabilities. The documents represent a cross section of ages as well as types and severity of disabilities and include journal articles, books, monographs, and other papers. In content, the documents fall into three major categories: psycho-social aspects (roles and concerns of family members, family reactions and dynamics); intervention with family systems (including counseling/social services and family education); and intervention by family systems (including advocacy activities and skill training). Cited in an analytical synopsis are studies dealing with family stress, counseling processes and outcomes, and change agentry. Literature is also analyzed in terms of type of research product (personal observation and data-based publications). The author concludes that there is a need for more rigorous empirical research and for research on families of older persons with disabilities. Twenty research questions are listed in areas including outcome factors of different approaches, siblings, and effective strategies. The annotated reference list following the synposis is arranged alphabetically by author's last name and provides information on title, source, and date of publication as well as a brief summary. (CL)

ED 248 411 CG 017 682

Zaki, Gamal; Zaki, Sylvia

Counseling Services in Adult Day Care Centers.

Rhode Island Coll., Providence. Gerontology Center.

PUB DATE- Feb 84
NOTE- 115p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (36th, San Francisco, CA, November 17-22, 1983) and the Annual Conference of the Northeastern Gerontological Society (4th, April 1984). For authors' earlier research on adult day care, see ED 230 836.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Day Care; Counseling Objectives; *Counseling Services; Gerontology; *Older Adults; *Staff Utilization
IDENTIFIERS- *Long Term Care Facilities

Federal support for adult day care centers began in the United States approximately 10 years ago. To examine the counseling practices in the adult day care centers across the country and to explore how the services are affected by the staffing patterns at these centers, 135 centers completed a questionnaire. The questionnaire addressed programming, affiliation, staffing patterns and utilization, admission criteria, and family and counseling services. The results showed the diverse structures as well as the functions of the centers. Counseling services, in the broadest sense, were affected by the staffing patterns of these centers. The results also reflected the inadequacy of services offered to the families of the clients. Counseling was not recognized as a professional service needed by clients and their families, and was a rare service among the centers surveyed. The staffing patterns of these centers (e.g., health care providers versus psychosocial services providers) affected the scope and thrust of services offered. The historical argument of medical versus psychosocial models of day care centers is still unresolved as evidenced by the results of the study. The majority of the centers did not consider it their responsibility to help their clients to have access to services available through other community agencies. (This report also provides recommendations for the role of counseling in day care centers, including pre-admission counseling, on-going therapy, group counseling, and follow-up services. The survey questionnaire is appended.) (BL)

ED 248 440 CG 017 714

Sedlacek, William E.; And Others
Differences between Counseling Clients and Non-Clients on Clark-Trow Subcultures. Research Report No. 1-84.
Maryland Univ., College Park. Counseling Center.
PUB DATE- 84
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Aspiration; *College Freshmen; *Conformity; Counseling Objectives; *Counseling Services; Higher Education; *Individual Differences; Personality Traits; *Student Characteristics
IDENTIFIERS- *Clark Trow Ratings

Although researchers have been interested in identifying characteristics of students using college counseling centers, research approaches have been varied and unsystematic. To investigate student use of the counseling center using the Clark-Trow subculture model, 582 University of Maryland college freshmen were administered a single item assessing their college orientation (academic, collegiate, vocational, or nonconformist). Students were subsequently compared on counseling service usage, services provided, and number of counseling sessions attended. An analysis of the results showed that 26% of the students sought counseling center services over 3 years. Clients were more likely to be academic (42% vs. 34%) and less likely to be vocational (35% vs. 43%) than were non-clients. Collegiate clients had significantly fewer sessions (1.86) than all other groups, while nonconformists had significantly more sessions (8.37). Clark-Trow typology was not related to types of counseling sought. These findings suggest that contrary to expectations, based on enrollment, vocational counseling is less needed, and counseling resources would do better to concentrate on nonconformity and its implications for the client and the institution. (Author/BL)

ED 248 529 CS 208 564

Sledd, James
Teaching Standard English: False Premises and False Promises.
PUB DATE- Mar 84
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Black Dialects; *Dialects; *Educational Policy; Educational Practices; *English; Literacy; *Social Attitudes; Social Differences; *Standard Spoken Usage; Teaching Methods
IDENTIFIERS- Freire (Paulo)

Standard English has not disappeared, but merely changed as it "must" change when the dominant class setting the standard undergoes change. If teachers are to succeed in persuading pupils to change their language, they must know and teach the standard as it is, not as it used to be, while still implanting in the minds of some students the idea of honest craftsmanship in words--of more than just the cultivated language of the powerful. Definitions of literacy presuppose motives, but while it is true that inability to use standard English can often deny all but menial employment, the mastery of a standard dialect guarantees nothing. Language intervention in the United States has always worked from the top down, in the interest of the interveners. It is these two questions, of motive and method, as well as one further question of social and educational policy, that are at the heart of the debates about the teaching of standard English. In Paulo Freire's "Education for Critical Consciousness" and "Pedagogy of the Oppressed," the key to Freire's motives is his contrast between education for domestication and education for liberation. His methods are built on the initiative of the learner. American society continues to use standard English as an instrument not of liberation but of domination. Speakers of nonstandard English will never learn the standard unless they have the opportunity to use the standard naturally, to say or write what they want to say or write to someone who wants to hear or read it. (HTH)

ED 248 544   CS 504 574

Hopper, Robert
Cleaning Three Clocks of Communicative Competence.
PUB DATE- Nov 83
NOTE- 19p.; Paper presented at the Annual Meeting of the Speech Communication Association (69th, Washington, DC, November 10-13, 1983).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches,'Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Communication Research; *Interpersonal Competence; Language Research; Language Styles; Linguistics; Research Needs; *Speech Communication; *Theories
IDENTIFIERS- *Theory Practice Relationship

It is suggested that the literature on communicative competence, replete with various formulations, mirrors the diversity of language outlined by Martin Joos in his essay "The Five Clocks."

Three concepts of communicative competence are reviewed, in historical perspective. The first, promoted by Norm Chomsky, distinguished linguistic competence from linguistic performance. Dell Hymes, as with Chomsky, took a position separating that which is known from that which is experienced. The second concept of communicative competence involved the information-theory model of communication. Scholars of interpersonal communication claimed that competence could be measured in audiences and concluded that a speaker had to be competent to be believed. Those in the field of relational communication, such as John Wiemann, viewed communication competence as a performance-based concept. In Wiemann's data, the competent communicator was the metacommunicating communicator who adapted wisely to context. The third concept of communicative competence centered around speech competencies. As opposed to those researchers who have been concerned with kinds of competence, the teacher of speech communication has been concerned with what competencies the students should have at the completion of an instructional term. It is concluded that a theory of communicative competence is perhaps not as useful as a theory about the working of context. It is also suggested that the term communicative competence is only useful as it helps with specifiable educational or research goals. (HOD)

ED 248 573 EA 017 004

Kemppainen, Rick
How We Use Computers for (Much) Better Education.
PUB DATE- 2 Apr 84
NOTE- 9p.; Panel presentation to the National School Boards Association Convention (Houston, TX, March 31-April 3, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Assisted Instruction; Computer Literacy; *Computer Oriented Programs; Computer Science Education; *Curriculum Design; *Educational Technology; Elementary Secondary Education; *Microcomputers; Program Administration; Program Effectiveness
IDENTIFIERS- *Bellflower Unified School District CA

Despite severe budget limitations, the Bellflower Unified School District in southern California has instituted an outstanding computer education program. This transcript of a panel presentation by school board and staff representatives of the Bellflower Unified School District, describes the district's computer program, its history, its impact on the educational program as a whole, and its future prospects. The district has purchased 356 microcomputers, distributed at a ratio of 1 computer per 25 students. These are employed in computer labs, rotated among classrooms, and assigned to individual teachers for 1 year at a time, based on competitive proposals. The program provides all students, K-12, with opportunities to use computers as an instructional tool, become computer literate, develop problem-solving skills, and engage in higher level thinking processes. The computer curriculum includes the following programs: computer-assisted instruction in reading, math, language, science, and social studies; computer literacy for students, parents, and community; and keyboarding skills and programming classes for all ages. The program is administered by four committees, formed by the instructional services division to perform the following functions: (1) curriculum design for computers, (2) software evaluation and selection, (3) school site support, and (4) staff development. Subsequent evaluation has revealed an overall 15 percent gain in student achievement scores since the program was implemented. (TE)

ED 248 637　　　　　　　　　　　　EC 170 415

Sheldon, Jan; And Others
Developing a Social Skills Curriculum for Mildly Handicapped
Adolescents and Young Adults: Some Problems and Approaches.
Kansas Univ., Lawrence, Inst. for Research in Learning Disabilities.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 83
NOTE- 13p.; Paper presented at the Minnesota Conference on Programming for the Developmental Needs of Adolescents with Behavioral Disorders (Minneapolis, MN, Fall, 1982). Contained in EC 170 401.
CONTRACT- 300-81-0349
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Curriculum Development; *Interpersonal Competence;

*Mild Disabilities; Secondary Education; Young Adults

Major considerations that were addressed in developing a social skills curriculum for mildly handicapped adolescents and young adults are outlined. It was necessary that the curriculum be based on as broad a source of information as possible. It had to be responsive to the unique characteristics of the mildly handicapped population and, finally, the method of presentation of the social skills content had to be maximally adaptable to settings where the students would learn to use the skills. The major problems faced in developing the Social Skills Curriculum were the selection and specification of target social skills, the identification of situations in which these skills were appropriate, and the integration of the skills and situations within an effective teaching methodology that could be utilized in schools and other service-delivery settings. Efforts to solve these problems have resulted in a curriculum designed to offer a practical approach to teaching important skills in a neglected area. (Author/CL)

ED 248 714 FL 014 570

Turewicz, Evelyn
Dialogue Journal Writing in the Secondary School.
PUB DATE- Nov 83
NOTE- 188p.; Requirement for Diploma in Reading/Language, Riverina College of Advanced Education.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Reports - Research/Technical (143)
DESCRIPTORS- *Diaries; English Instruction; Foreign Countries; Grade 10; High School Students; Secondary Education; Student Attitudes; Writing Apprehension; *Writing Exercises; *Writing Skills
IDENTIFIERS- Australia; *Dialogue Journals

A study documenting and describing dialogue journal writing in a group of nine tenth graders in an Australian secondary school English class is reported. The overall purpose was to understand the nature of dialogue journal writing and to assess its value as a suitable mode of encouraging writing among secondary students. Specific aspects of dialogue journal writing assessed include quantity, the nature and number of topics written about, the degree to which students elaborate in the journal writing, the quality and nature of the elaboration, and student attitudes toward writing in general and to dialogue journal writing overall. The study was conducted over a one-month period, with 15 entries for each student as the data base. Attitude surveys were administered at the beginning and end of this period, and a journal self-evaluation form was provided after the month's end. The report reviews the relevant literature, details the study, and discusses the results in each area of inquiry. No significant change was found in the course of the study in any of the areas addressed, despite a slight shift toward discussion of more personal topics. However, a potential supportive and developmental role and a possible bridge between process- and product-oriented writing instruction strategies are suggested. Other classroom implications for both teacher and student are examined. Appended materials include a bibliography, the attitude and evaluation forms used, sample entries, a topic chart, and a coding sheet. (MSE)

ED 248 728 FL 014 589

Blasky, Andrew, Ed.; And Others
Cross Currents: A Journal of Language Teaching and Cross-Cultural Communication, Volume XI, Number 1.
Language Inst. of Japan, Odawara.
PUB DATE- 84
NOTE- 118p.
AVAILABLE FROM- Alemany Press, 2501 Industrial Pkwy., W. Hayward, CA 94545 ($6.00 plus postage).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Collected Works - Serials (022)
DESCRIPTORS- Book Reviews; Children; Classroom Techniques; *Communicative Competence (Languages); Computer Assisted Instruction; Computer Software; Conferences; *English (Second Language); Games; *Intercultural Communication; *Interpersonal Competence; Language Attitudes; Listening Comprehension; *Literature Appreciation; Psycholinguistics; Radio; *Second Language Instruction; Simulation
IDENTIFIERS- *Japan

This issue of the biannual journal of the Language Institute of Japan contains, in addition to book reviews, conference listings, and other announcements, these articles: "Teaching Literature with Cognitive Counseling" (Wayne Pounds); "Extending the Scope of ESL Software for Advanced Students" (Hiroko Wagner); "Psycholinguistics and Listening Comprehension for the ESL Classroom" (John T. Crow); "A Communicative Approach to Teaching English as an International Language" (Larry E. Smith); "'Enryo-Sasshi' Communication: A Key to Understanding Japanese Interpersonal Relations" (Satoshi Ishii); "Overcoming the Pollyanna Syndrome" (Louise Damen); "Ninety Letters to Thailand: Writing for Communication" (Emiko Kitagawa); and "Radio Message: An EFL Board Game for Children" (Metha Bos). (MSE)

ED 248 343 CE 039 606

Rosbach, Ellen M.
Development of Curriculum Content for a Unique Career Ladder Multi-Entry/Multi-Exit Nursing Program. Final Report.
Lower Columbia Coll., Longview, Wash.
SPONS. AGENCY- Washington State Commission for Vocational Education, Olympia.
PUB DATE- Dec 83
NOTE- 19p.

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Career Development; *Career Ladders; *Curriculum Development; Job Training; *Nurses Aides; *Nursing; *Nursing Education; Postsecondary Education; *Practical Nursing; Program Development; Program Effectiveness
IDENTIFIERS- *Multientry Multiexit Approach; Washington

A project was undertaken to develop the curriculum content for a unique career ladder multi-entry/multi-exit nursing program that would provide training for nurse aides, practical nurses, and registered nurses. The major objectives of the project were to conduct a review of the literature on curriculum materials presently in use, to develop 11 syllabi for the program, to provide instructional guidelines for each course in the program, to secure approval for the nursing curriculum content from the Washington State Boards for Practical and Registered Nursing, and to secure accreditation for the revised program from the National League of Nursing. During the project, the entire nursing faculty at Lower Columbia College in Longview, Washington, took part in content research and course development work that resulted in a program that allows students to move from functioning as a nurse aide to practical nursing, and on to functioning as a registered nurse. The program, which is now being implemented at Lower Columbia College, has received the approval of the Washington State Boards for Practical and Registered Nursing and is recommended as an approach to nursing education that provides students with increased flexibility and satisfaction in their pursuit of careers in nursing. (MN)

ED 248 370 CE 039 689

Cranney, A. Garr; And Others

Home Economics Reading Skills: Problems and Selected References.

PUB DATE- 84
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reference Materials - Bibliographies (131)
DESCRIPTORS- *Content Area Reading; Educational Needs; Educational Resources; *High School Students; *Home Economics; Literacy Education; Periodicals; *Reading Difficulties; Reading Improvement; *Reading Instruction; *Reading Materials; Reading Material Selection; Reading Research; Reading Teachers; Remedial Reading; Resource Materials; Secondary Education; Technological Advancement; Textbooks

Home economics presents at least eight problems to secondary school reading teachers. These problems include poor readers, difficult reading material, lack of reading materials, teachers' lack of training in reading instruction, scarce information about home economics for reading teachers, diversity of the home economics field (requiring a wide variety of skills), increasing literacy requirements as technology develops, and a misinformed popular image of home economics as an easy, non-academic subject. This paper identifies selected information sources in home economics reading skills and in home economics for the high school reading teacher. They were selected through a review of 34 secondary reading texts, other selected home economics texts, and several ERIC searches, along with a 35-year review of the principal journals in reading and in home economics. Listed in the paper are the professional journals most likely to be of help to home economics or secondary reading teachers, and popular magazines in the field. Eight current texts covering each home economics subfield are listed. The longer reading skills list is composed of books, book chapters, and articles. Secondary school content-area reading textbooks are noted. (KC)

ED 248 384 CE 039 713

Applied Vocational Mathematics.
South Carolina State Dept. of Education, Columbia. Office of Vocational Education.
PUB DATE- Jul 84

NOTE- 376p.; Applied General Mathematics, Delmar Publishers, Inc., 1982.
LANGUAGE- English
EDRS Price - MF01/PC16 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Algebra; Behavioral Objectives; Calculators; *Computation; Course Descriptions; Geometry; Graphs; Job Skills; Learning Activities; *Mathematics; Measurement; Percentage; *Problem Solving; Ratios (Mathematics); Secondary Education; State Curriculum Guides; Tables (Data); Tests; Time; Units of Study; *Vocational Education
IDENTIFIERS- *Applied Mathematics

Developed for use in teaching a two-semester, one-unit course, this course guide is intended to aid the high school instructor in teaching mathematical problem-solving and computational skills to vocational education students. The state-adopted textbook for general mathematics III, "Applied General Mathematics" serves as the major resource material. The course guide contains a course outline for the nine units, master lists of competencies in vocational mathematics and performance objectives, and the teaching units or lessons, comprised of practical applications of the competencies. The units cover solving problems with a calculator; linear measurement; measurement--capacity, mass, temperature; introduction to basic algebra; ratio, proportion, and percent; graphs and tables; geometry; money and time; and measurement--area and volume. Each unit is composed of 2 to 16 competencies. For each competency, some or all of the following are provided: performance objective, sample item(s), notes, reference to text, evaluation, answers to evaluation, applications for the performance objective (problems to be solved), and answers to applications. (YLB)

Business Education Curriculum Guidelines.
Montana State Dept. of Public Instruction, Helena.
PUB DATE- 83
NOTE- 145p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Accounting; Basic Business Education; Behavioral Objectives; *Business Communication; *Business Education; Consumer Economics; Course Descriptions; *Data Processing; Economics; *Office Machines; Office Occupations Education; Office Practice; Recordkeeping; Secondary Education; Shorthand; State Curriculum Guides; Student Evaluation; Teaching Methods; Typewriting; *Word Processing
IDENTIFIERS- *Business Law; *Business Mathematics; Montana; Transcription

These business education curriculum guidelines are designed as a guide for teachers, counselors, and administrators involved with business education in Montana. Introductory materials include the goals of business education and suggested curriculum patterns for different business and office education programs. Guidelines are provided for 17 courses: accounting, basic business, business communications, business law, business machines, business mathematics, consumer economics, cooperative office education, data processing, economics, keyboarding, office procedures, recordkeeping, shorthand and transcription, simulated office laboratory, typewriting, and word processing. For each course, some or all of these components are included: length of course; grade level; brief overview; objectives; a topical outline; teaching methods; evaluation, standards of performance, testing, and grading; listings of textbooks and references, audiovisual aids, and equipment and supplies; and layout and facilities. Names and addresses of publishers, distributors, and suppliers are appended. (YLB)

ED 248 425 CG 017 699

Bevett, Jeanette M.; And Others
Interpersonal Trust in Black and White University Students.

PUB DATE- Apr 83
NOTE- 9p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (Philadelphia, PA, April 6-9, 1983).
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Black Attitudes; Black Students; *College Students; Higher Education; *Interpersonal Relationship; *Racial Differences; Sex Differences; White Students
IDENTIFIERS- *Trust

Past research on interpersonal trust has been conducted almost exclusively on white samples, and the generalizability of these findings to blacks and other minority groups is unclear. To examine the relationship of trust to attitudes and behaviors in college students, 100 black and 131 white students completed a questionnaire packet, which included the Rotter Interpersonal Trust Scale and measures designed to assess family and background influences on the development of trust. Reactions to a vignette describing a possible breach of trust were also obtained. Subjects were divided into high and low trusters on the basis of Rotter Trust Scale scores. Significant differences between the racial groups indicated that black males and females evidenced lower trust, suggesting special factors at work affecting the extent, nature, and etiology of trust in blacks. Many of the variables that varied predictably with trust levels among whites did not do so among blacks. The results suggest caution in interpreting or extrapolating to black relationships findings that have been demonstrated only in whites. (JAC)

ED 248 455 CS 007 554

Nickerson, R. S.
Research on the Training of Higher Cognitive Learning and Thinking Skills. Final Report. Report No. 5560.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jan 84

NOTE- 32p.
CONTRACT- 400-80-0031
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Ability; Cognitive Structures; Comprehension; *Computer Assisted Instruction; *Critical Thinking; Elementary Secondary Education; *Epistemology; Higher Education; Learning Processes; Learning Strategies; *Logical Thinking; *Teaching Methods

The technical reports summarized in this paper were prepared as part of a project designed to determine what is known about the teaching of cognitive skills and to formulate questions relating to such teaching for further research. Topics discussed in the 22 reports include the following: (1) teaching thinking; (2) Aristotle's logic; (3) a conceptual framework for the teaching of thinking skills; (4) a theory of plausible reasoning; (5) structure mapping; (6) counting, computing, and the representation of numbers; (7) computer programing as a vehicle for teaching thinking; (8) problem theory; (9) the teaching of informal reasoning; (10) the nature of intelligence; (11) microcomputers in education; (12) understanding understanding; (13) the teaching of learning strategies; (14) retrieval inhibition for part-list cuing; (15) teaching study strategies; (16) inquiry dialogue on the nature of lenses; (17) analogical development and the novice expert shift; (18) memory search of semantic categories following exposure to category instances; and (19) approaches to training information processing and problem solving skills. (FL)

ED 248 470 CS 007 750

Doltas, Dilek
Theoretical Frame and the Working Hypothesis. Fairytale: An Interdisciplinary Turco-Danish Study of the Collective v. the Individual Nature of the Response to Literature. Report No. 6. Revised.
Bosphorus Univ., Istanbul (Turkey). Dept. of Language and Literature.; Copenhagen Univ. (Denmark). Dept. of English.
PUB DATE- 8 Jul 80
NOTE- 52p.; Sponsored jointly by Unesco, NATO, and the Danish Research Council for the Humanities. For related documents, see CS 007 745-759.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cross Cultural Studies; *Folk Culture; Foreign Countries; Literary Genres; Literature Appreciation; Philosophy; *Reader Response; *Reading Research; *Research Design; Research Methodology; Theories
IDENTIFIERS- Denmark; *Fairy Tales; Oral Literature; Oral Tradition; *Response to Literature; Turkey

This paper describes the folkloristic and literary theories centered on the traditional narrative that have a bearing on the Turko-Danish Fairytale Project. These theories were incorporated into the Fairytale Project because traditional prose tales (of which the fairy tale is one of the most prominent forms) are a genre that exists in both oral and written literature in most parts of the world, and any assumptions concerning the literary fairy tale should take into account its occurrence and evaluation within the oral tradition. The fairy tale was chosen for study in the project because, synchronically and diachronically appealing to its audience and readers, it is best suited for establishing the collective versus the individual nature of reader response. The working hypothesis of the project reveals three intersecting circles, or one circle with three intersecting facets, in reader response to literature at large: universal (cross cultural), individualistic, and communal (culture specific). It also reveals a triangle, the components of which are historically related (oral literature, written literature, and the audience/readers). The paper describes how the project's hypothesis (dealing with literature at large and the traditional prose tale) was formulated. It further reveals how the theoretical coverage in the field has been insufficient, and explains how the broadly based empirical study centers on readers' response to this genre in order to illuminate the individual, communal, and universal nature of literature. (HTH)

ED 248 484 CS 007 773

Kazemek, Francis E., Comp.; Rigg, Pat, Comp.
Adult Literacy: An Annotated Bibliography.
International Reading Association, Newark, Del.
REPORT NO.- ISBN-0-87207-340-8
PUB DATE- 84
NOTE- 49p.
AVAILABLE FROM- International Reading Association, 800 Barksdale Rd., P.O. Box 8139, Newark, DE 19714 (Order No. 340, member $2.00, nonmember $3.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Educational Research; *Educational Theories; *Literacy Education; *Program Content; Program Development; Program Effectiveness; Program Evaluation; Reading Instruction; Reading Skills; *Teaching Methods; Writing Instruction

Intended for use by literacy workers, teacher trainers, and program developers and directors, this annotated bibliography brings together the most current writings about adult literacy education available in journals, books, and ERIC documents. The entries are arranged into five sections: (1) the state of adult literacy, both in the United States and internationally; (2) ways of looking at literacy; (3) critiques of current philosophical assumptions about literacy; (4) literacy related research; and (5) teaching methods. (FL)

ED 248 499 CS 207 895

Haskins, Jack B.
Paradoxes and Quirks in Human Communications Behavior and Some Explanatory Theories.
PUB DATE- 7 Apr 81

NOTE- 38p.; Paper presented at the Annual Communications Research Symposium (5th, Knoxville, TN, April 7, 1981).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at. ." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Behavioral Science Research; *Behavior Patterns; Communication Research; *Individual Needs; *Mass Media; *Need Gratification; Negative Reinforcement; *Neurological Organization; Psychological Needs; *Theories
IDENTIFIERS- *Morbid Curiosity

A literature review of communications, psychological, physiological and other sociobehavioral research literature reveals a number of paradoxes regarding the emphasis by information gatekeepers, media, and audiences on messages that are negative, critical, pessimistic, conflict-and-tension-producing, skeptical, punitive, threatening, fear-inducing, and otherwise unpleasant in various ways. This attraction to bad news can, in part, be explained by various psychobiological and sociobiological theories that suggest all human behavior is motivated by a biological need for electrical stimuli of the brain, including both positive/pleasure/reward and negative/displeasure/punishment neurological areas. This results in true survival needs (motives/drives/instincts) for both pleasant, immediately rewarding stimuli and unpleasant, immediately punishing stimuli. Morbid curiosity arises from the particular need for stimulation in the negative brain areas. When the actual environment becomes relatively safe, stable, and routine--as it is in most cultures today--the biological need for danger may take, as one of its outlets, the vicarious thrills offered by various contents of mass media. (HOD)

ED 248 514 CS 208 471

Tsang, Kuo-jen
China's Propaganda in the United States during World War II.
PUB DATE- Aug 84
NOTE- 44p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (67th, Gainesville, FL, August 5-8, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Content Analysis; Cultural Images; Foreign Countries; Information Sources; *Media Research; News Reporting; *Propaganda; *Public Opinion; War; World History
IDENTIFIERS- *China; *World War II

Drawing data from a variety of sources, a study was undertaken to place China's propaganda activities in the United States during World War II into a historical perspective. Results showed that China's propaganda efforts consisted of official and unofficial activities and activities directed toward overseas Chinese. The official activities were carried out by the Chinese News Service and its branch offices in various American cities under the direction of the Ministry of Information's International Department in Chungking. The unofficial activities were carried out by both Chinese and Americans, including missionaries, business people, and newspaper reporters, and the activities directed toward the overseas Chinese in the United States were undertaken for the purpose of collecting money and arousing patriotism. The propaganda program fell into four phases, the first beginning with the outbreak of the Sino-Japanese War in 1937 and directed at exposing Japanese atrocities. The second phase began with the withdrawal of the Chinese central government to inner China in late 1937, continued until the beginning of the European war in 1939, and concentrated on economic and political interests. The third phase ran from late 1939 to the bombing of Pearl Harbor and was directed at the American government in an effort to promote more moral, economic, and military aid for China, while the last period began when the war became global and continued until the end. The effectiveness of the propaganda program cannot be accurately measured. (FL)

ED 248 559 CS 504 688

Ryan, Halford
Speech Soliloquy in a Liberal Arts College.
PUB DATE- 4 Nov 84
NOTE- 8p.; Paper presented at the Annual Meeting of the Speech Communication Association (70th, Chicago, IL, November 1-4, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Coping; *Departments; Educational Cooperation; Grants; Higher Education; Liberal Arts; *Professional Development; Program Proposals; *Small Colleges; *Speech Communication; Speech Instruction; *Writing for Publication

A useful or adaptable strategy for coping with the limitations of a small college speech department is the process of developing a symbiotic relationship among grants, publications, and teaching. While using their training, special interests, and institutional setting, educators can (1) draw on the course materials and teaching experiences from existing courses or new courses in order to formulate research ideas; (2) tap the financial resources of the home institution, private foundations, and government grants in order to help underwrite the cost of expensive research; and (3) target appropriate journals or conventions, which may not be speech related, in order to maximize on the symbiosis between an article or paper and the journals' or conventions' special interests. (HOD)

ED 248 589 EA 017 076

Fauske, Janice R.; Ogawa, Rodney T.

The Succession of a School Principal.
PUB DATE- 14 Oct 83
NOTE- 34p.; Paper presented at the Annual Meeting of the Northern Rocky Mountain Educational Research Association (1st, Jackson Hole, WY, October 13-15, 1983).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Educational Change; Elementary Education; *Leadership Qualities; Organizational Climate; Principals; Selection
IDENTIFIERS- Principal Succession

Applying theory from organizational and cultural perspectives to succession of principals, this study observes and records the language and culture of a small suburban elementary school. The study's procedures included analyses of shared organizational understandings as well as identification of the principal's influence on the school. Analyses of organizational characteristics revealed that channels for providing constructive criticism on instructional and professional matters were restricted and that the faculty felt a need for communicating with the principal on such matters. In evaluating leadership characteristics, the researchers found that the faculty shared the belief that the principal was nonsupportive and unduly influenced by external forces. Succession characteristics exhibited by the faculty included the belief that the new principal would provide more instructional leadership and that the faculty had little input in the principal selection process. The findings in this case study substantiate previous research findings. The study identified beliefs about school administration that correspond to existing theories on administrative behavior. A three-page list of references is provided. (MD)

ED 248 605 EA 017 143

Kennedy, Mary M.

Working Knowledge and Other Essays.

Huron Inst., Cambridge, Mass.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Sep 82
NOTE- 236p.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Concept Formation; Content Analysis; *Decision Making; Elementary Secondary Education; *Evaluation Utilization; *Evaluators; Interviews; *Organizational Communication; Organizational Theories; Problem Solving; *School Administration; Social Science Research; Teacher Administrator Relationship; Teacher Evaluation; *Test Interpretation

Qualitive data from interviews with individuals and observations of group meetings were gathered from 16 school districts that participated in a study of school district uses of evaluation and test data. The findings are organized around a series of discrete topics presented in a set of independent papers. The title essay, "Working Knowledge," offers a brief note on how illustrative quotes were selected for presentation, elaborates on the concept of working knowledge, and discusses the interaction between working knowledge and evidence. "Evidence and Thought" reviews 7 examples of collective conceptual uses of evidence selected from a pool of 43 episodes. "Evidence and Decision" reviews the details of 14 decisions that involved evidence that at least some participants claimed was instructive to the decision. "Evidence and Management" provides an evalation of management strategies loosely grouped at four points along a continuum according to the amount of emphasis they placed on tests. "The Role of the In-House Evaluator" describes the roles that evaluation units had adopted and how these roles fit into their organizations. Each paper is followed by references. The appendixes contain sampling and data collection procedures; profiles of the 16 school districts; and an analysis of claims about the use of evidence. (MLF)

ED 248 653 EC 170 432

Dansereau, Donald; Brooks, Larry W.

Transfer of Learning from One Setting to Another

PUB DATE- Jun 84
NOTE- 123p.; In: Areson, Ann H., Ed. and DeCaro, James J., Ed. Teaching, Learning and Development: Volume I. See EC 170 424.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Deafness; Generalization; Hearing Impairments; *Learning Processes; Learning Strategies; Postsecondary Education; *Skill Development; *Teaching Methods; *Transfer of Training

Part of a collection of papers commissioned by Foundations, a career development project sponsored by the National Technical Institute for the Deaf (NTID), the paper reviews research on transfer of knowledge and skills from one situation to another. A transfer classification scheme is proposed based on the notion that an individual's knowledge can be divided into two general categories: content and skills. In one section, research on content to content transfer (the impact of content knowledge learned in one situation on subsequent acquisition of new content knowledge) is reviewed. Traditional studies of transfer with word lists are briefly discussed, followed by a review of the research on the retention and transfer of meaningful verbal learning. Task, instructional, and learner variables are also considered. Recommendations include using concrete instructional materials liberally supported by pictures and illustrations, and tailoring methods to fit the styles, aptitudes, and preferences of learners. The next section focuses on skills to skills transfer (transfer of learned skills from one situation to another), including an examination of research on cognitive and motor skills. Recommendations include presenting knowledge relevant to acquiring a new skill without an excess of distracting stimuli. The next section examines skills to content transfer (skills that subsequently facilitate the acquisition, retention, retrieval, and transfer of knowledge). Recommendations center on the importance of stressing learning strategy skills rather than rote memorization. A final section discusses the educational implications of transfer-related research, specifically regarding instructional material development, teaching methods, and supplementary courses in learning and problem solving. (CL)

ED 248 669 EC 170 448

Power, D. J., Ed.; Hollingshead, Anne, Ed.
Aspects of a Communication Curriculum for Hearing-Impaired Pupils: Report of the Second National Workshop on Language Curriculum Development for Hearing-Impaired Pupils. Occasional Paper Number Four.
Brisbane Coll. of Advanced Education (Australia). Centre for Human Development Studies.
REPORT NO.- ISBN-0-96956-587-3
PUB DATE- Aug 82
NOTE- 114p.; Funds for the Workshop were provided by the Schools Commission State Teacher Development Committees.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Communication Skills; *Curriculum Development; Elementary Secondary Education; Evaluation Methods; Foreign Countries; *Hearing Impairments; Instructional Materials; *Language Skills
IDENTIFIERS- Australia

The document presents findings and discussion from a 1981 Australian workshop on language curriculum development for hearing impaired students. The first 11 papers, unattributed, address the following issues regarding development of a language curriculum: content, principles, levels of language, techniques and materials, features of conversational approaches in language programing, features of task-oriented approaches, and features of specific teaching approaches (especially at the syntactic level and emphasizing the Tate Oral English program, Test of Syntactic Abilities, and the Discourse Analysis Approach). Information on evaluation includes papers on evaluating instructional materials as well as student competence. Four author-contributed papers conclude the volume: "Developing Language in Young Disabled Children" (D. Power and G. Elias); "Issues Raised by Some Recent Research for the Teaching of Language to Hearing-Impaired Pupils" (A. Hollingshead); "Functional-Notional Approaches to Language Programming for Hearing-Impaired Pupils" (T. Hodgens); and "Comments on the Tate Oral English Program" (D. Power and G. Elias). (CL)

ED 248 330 CE 039 577

Accounting Cluster Demonstration Program at Aloha High School. Final Report.

Beaverton School District 48, Oreg.

SPONS. AGENCY- Oregon State Dept. of Education, Salem. Career and Vocational Education Div.
PUB DATE- 15 Aug 84
NOTE- 34p.; For related documents, see CE 039 578-580.
GRANT- 34-048-241
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accounting; Bookkeeping; *Computer Oriented Programs; Course Content; *Curriculum Development; *Demonstration Programs; Disabilities; Disadvantaged; Education Work Relationship; High Schools; Mainstreaming; Microcomputers; Models; *Occupational Clusters; Office Occupations Education; School Business Relationship; Services; Technological Advancement

A model high school accounting cluster program was planned, developed, implemented, and evaluated in the Beaverton, Oregon, school district. The curriculum was developed with the help of representatives from the accounting occupations in the Portland metropolitan area. Through management interviews, identification of on-the job requirements, and careful evaluation, a realistic and up-to-date curriculum was written. A major emphasis was placed on investigating and understanding the scope and implications of the use of modern technology (especially computers) in the field of accounting as well as the implications for instruction. An analysis of current instructional strategies and software programs was made to determine the most appropriate use of computers in the classroom. The curriculum is directed to entry-level positions and contains suggestions for support services. The model addresses the special needs of disadvantaged and handicapped students (although it recommends that such a program may be suitable for physically handicapped but not for mentally handicapped persons). Recommendations on instructional strategies, curriculum materials, and scheduling are provided. Products developed include a curriculum guide, program assessment guide, student skills record card, adopter/adapter guide, and a promotion kit. (The final evaluation report and promotion kit are included in this document.) (KC)

ED 248 441 CG 017 715

Patterson, Aldrich M., Jr.; Sedlacek, William E.
Dimensions Underlying Student Perceptions of Religion, Sex, and Alcohol: Male and Female Differences. Research Report No. 5-83.
Maryland Univ., College Park. Counseling Center.

PUB DATE- 83
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Students; *Drinking; Factor Analysis; Higher Education; Knowledge Level; Opinions; *Religion; *Sex Differences; *Sexuality; Student Personnel Services

Identifying the variables which influence student attitudes, perceptions, and behavior patterns in regard to religion, sex, and alcohol has been a major source of investigation. To determine the dimensions underlying the relationship among religion, sex, alcohol use, and alcohol knowledge among university students, 376 University of Maryland students (52% males, 48% females) completed an anonymous questionnaire on the subject. Principal components factor analyses identified eight factors which represented the ways students organized their perceptions of the areas studied. The factors were: personal sexual code, dogmatism, dualism, religiosity, alcohol information, alcohol consumption and sex, alcoholism, parental drinking behavior, and conservatism. An analysis of the results showed that men and women differed on three factors (personal sexual code, dogmatism, and alcohol information). While women were less likely than men to be dualistic or dogmatic in their approach to religion, sex, or alcohol, they were also more likely to support a double standard, feeling that sexual intimacy for women should be based on love, but accepting that men base sex on mutual attraction. Additionally, women did not see a link between sexual satisfaction and alcohol consumption as men did. Women also were less likely to feel that virginity is strange or that homosexuals need help. These results suggest that men may feel different pressures to adjust to their sexuality. Thus, programming which is unique to the problems and adjustment of each sex may be more beneficial. (BL)

ED 248 530 CS 208 565

Baldasty, Gerald J.
The Press and Politics in the Age of Jackson. Journalism Monographs Number Eighty-Nine.
Association for Education in Journalism and Mass Communication.
PUB DATE- Aug 84
NOTE- 36p.
AVAILABLE FROM- Association for Education in Journalism and Mass Communication, College of Journalism, University of South Carolina, Columbia, SC 29208 ($5.00, single issue).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Collected Works - Serials (022)
DESCRIPTORS- Content Analysis; Journalism; *Mass Media Effects; *Media Research; *News Media; *Newspapers; *Political Influences; Political Power; *Politics; Public Opinion; United States History
IDENTIFIERS- Jackson (Andrew); Journalism History; *Media Role; Nineteenth Century History; Political Parties; *Tocqueville (Alexis de)

To provide a deeper look into the American political system that so intrigued the visiting French statesman Alexis de Tocqueville in 1831 and 1832, this monograph focuses on the role of the press in American politics in the the age of Jackson, the 1820s and early 1830s--a period of dramatic and substantive political party growth. In particular, the monograph examines the press within the context of early nineteenth century American politics, focusing on a large number of newspapers and editors nationwide. Given particular attention are the press in the District of Columbia and in the states of Massachusetts, New York, Pennsylvania, North Carolina, South Carolina, and Georgia. These states were chosen for study because of their political importance and to provide a geographic overview of the nation. The contextual and aggregate analysis shows that press and party were inextricably bound in the age of Andrew Jackson. The press did, in fact, provide a forum for public opinion, as de Tocqueville noted, but its role in American political society was far more extensive. In particular, newspaper editors formed the nucleus of political organization in the 1820s and 1830s, and thus were central to the dramatic growth in partisan activity that characterized the age of Jackson. (HTH)

ED 248 686 FL 014 419

Boschetto, Sandra M.

Foreign Students and the Tutoring Practicum: Intercultural Literacy for Students of Language and Culture beyond the Classroom.

PUB DATE- Nov 83
NOTE- 43p.; Paper presented at the Annual Meeting of the American Council on the Teaching of Foreign Languages (San Francisco, CA, November 24-26, 1983).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Course Descriptions; *Cross Cultural Training; *Cultural Awareness; *English (Second Language); *Foreign Students; Interpersonal Communication, Language Teachers; *Practicums; Second Language Instruction; Teacher Education; *Tutoring
IDENTIFIERS- Michigan Technological University

A practicum for teachers of English as a second language at the Michigan Technological University allows American foreign language students and foreign students enrolled at the institution to be paired for tutoring in cultural facts and awareness. The course has a minimum of two contact hours per week, and participants are involved in three areas: intercultural broadening; practical assistance in how to fill out forms, use the bus system, open a bank account, and so on; and conversational activities, including practice with pronunciation, vocabulary, and grammar as needed. Students must comply with three basic requirements to receive credit: (1) each participant must tutor his partner two hours a week; (2) each participant must attend three group meetings per term to exchange ideas and experiences from the tutorial sessions through structured exercises; and (3) each participant must submit two written reports of the content and progress in tutorial sessions. Students wishing to receive extra credit must also prepare a scrapbook of materials defining the individual as a member of a particular cultural group. Course materials are appended. (MSE)

ED 248 701 FL 014 557

Robson, Barbara
Liberia: Country Status Report.
Center for Applied Linguistics, Washington, DC. Language/Area Reference Center.
PUB DATE- Jun 84
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; *African Languages; Armed Forces; Bilingualism; *Dialects; Elementary Secondary Education; *English; *Foreign Countries; Higher Education; Industry; Language Maintenance; Language of Instruction; Language Role; *Language Standardization; *Language Usage; Mandingo; Mass Media; Mende; Monolingualism; Multilingualism; Official Languages; Public Policy
IDENTIFIERS- Bassa; Belle; Dey; Gbandi; Gio; Gola; Kissi; Kpelle; Krahn; Kru; *Liberia; Lorma; Mano; Vai

A survey of the status of language usage in Liberia begins with an overview of the distribution of the 16 languages and dialects spoken natively there that are recognized by the government. These include, in order of number of native speakers: Kpelle, Bassa, Gio, Kru, Mano, Lorma, Krahn, Gola, Mandingo, Kissi, Vai, English, Gbandi, Mende, Belle, and Dey. English is the language of government, law, business, and public education. A matrix follows that rates English and the group of 15 indigenous languages on: (1) their usage rating using State Department classifications; (2) increase and decrease trends by the year 2000; (3) chief of state use in addressing the populace; (4) use in armed forces, government, court, and diplomatic communications, written and oral; (5) use as a language of instruction or required language in higher education, on the secondary and elementary levels, and in adult education; (6) use in the popular press, radio and television broadcasting, and film; (7) business and professional use, written and oral; (8) use in intellectual circles; (9) the alphabet situation; (10) the status of indigenous literature; (11) use in public signs and notices; and (12) the availability of instructional materials and dictionaries in the native languages for use in English as a second language. Explanatory notes give the number and population percentages using the languages, the type of alphabet used, and specific instructional material titles. A selected bibliography is also included. (MSE)

ED 248 357 CE 039 647

Wade, Barbara K.
Soliciting Industry's Opinions for Improving Vocational Education.
Pennsylvania State Dept. of Education, Harrisburg.; Pennsylvania State Univ., University Park.
PUB DATE- Aug 84
NOTE- 61p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Basic Skills; *Educational Improvement; Employer Attitudes; *Job Skills; *Needs Assessment; Postsecondary Education; Secondary Education; State Surveys; *Vocational Education; *Work Attitudes
IDENTIFIERS- *Pennsylvania

A random sample of 111 industry representatives from 4 standard metropolitan areas in Pennsylvania offered opinions on how to improve critical aspects of vocational education in the state. Employers gathered at one of four sites and dealt with questions regarding students' basic skills, technical job skills, and job attitudes. Group discussions and questionnaires were used to identify and rank priority recommendations. Among all participants was a highly significant level of agreement on the priority recommendations and their rankings. Responses to the basic skills issue highlighted the need for reinforcement of basic skills in vocational education, emphasis on basic skills in earlier grades, and greater emphasis on vocational awareness by guidance counselors. The priority recommendations for technical skills emphasized the need for technological updating of teachers and curriculum upgrading. The job attitudes issue evoked responses emphasizing the need for students to understand the free enterprise system, for teacher updating, and for work site simulations. Three recommendations were constructed: (1) vocational educators should review successful programs for possible implementation; (2) vocational educators should assess the roles of all groups that could have an impact on vocational programs; and (3) more deliberate collaboration must be developed between educators and business and industry representatives. (Appendixes, amounting to approximately one-half of the report, include correspondence, materials from meetings, and instruments.) (YLB)

ED 248 545 CS 504 575

Rubin, Rebecca B.

Conceptualizing Communication Competence: Directions for Research and Instruction.

PUB DATE- Nov 83
NOTE- 27p.; Paper presented at the Annual Meeting of the Speech Communication Association (69th, Washington, DC, November 10-13, 1983).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavioral Science Research; *Behavior Patterns; College Students; *Communication Research; *Communication Skills; Higher Education; *Interpersonal Competence; Knowledge Level; Motivation; *Perception; *Self Evaluation (Individuals); Speech Communication

Guided by the belief that impressions of communication competence are based on observations of behavior appropriate to a particular context and on inferences about others' capabilities and motivations, a study was undertaken to (1) examine the relationship between self perceptions and other perceptions, (2) discover the role of motivation in behavior manifestation, and (3) examine the impact of knowledge on impressions of communication competence. Forty-one college students were asked to complete a 25-item version of the Personal Report of Communication Apprehension (a self-report measure) and the Communication Competence Self-Report Questionnaire (a 38-item measure of behavioral ability). To derive a measure of communication competence, students were asked to complete the Communication Competency Assessment Instrument. Results showed that all students did not perceive their behavior as others perceived them. Students seemed to have a somewhat accurate view of their ability to defend and express a point of view, but a somewhat inaccurate view of their introduction behaviors. Little or no relationship existed between knowledge and self-reported competence and between knowledge and motivation. (HOD)

ED 248 560 CS 504 689

Hellweg, Susan A.; And Others

The Pervasiveness and Impact of Electronic Communication Technologies in Organizations: A Survey of Major American Corporations.

PUB DATE- Nov 84
NOTE- 23p.; Paper presented at the Annual Meeting of the Speech Communication Association (70th, Chicago, IL, November 1-4, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business; *Business Communication; *Communication Research; *Communications; *Equipment Utilization; Occupational Surveys; Online Systems; *Technological Advancement; Telecommunications; Teleconferencing; Videotex; Word Processing
IDENTIFIERS- Electronic Mail

A survey of the Fortune 500 corporations was conducted to ascertain the pervasiveness and perceived impact of five electronic communication technologies (electronic mail, videotex, interactive computers, video teleconferencing, and word processing).

Ninety-four corporations responded to a 53-item questionnaire and follow-up survey. Analysis of the results indicated that word processing was the most pervasive technology used, followed, in order, by interactive computers, electronic mail, videotex, and video teleconferencing. Secretaries were the primary users of word processing, while middle managers and technical specialists were the main users of interactive computers, videotex, and electronic mail. Other findings showed that the growth in electronic communication technologies has, generally speaking, effected a slight to moderate change in employee productivity, a slight increase in employee job satisfaction, no change in employee commitment to the companies, a slight to moderate increase in corporate information dissemination capability, and a moderate increase in workload capacity of company offices. In addition, it was found that while word processing has, generally speaking, made information processing faster in offices, it has not made those offices more reliant upon written communication. Finally, the findings revealed that there is some apprehension among employees in the offices surveyed about the rapid emergence of the technologies, specifically in terms of having to learn how to use them and of coping with the changes involved. (FL)

ED 248 574 EA 017 015

Brown, John A.
How to Negotiate (Successfully) a Multi-Year Contract.
PUB DATE- 84
NOTE- 18p.; Panel presentation to the National School Boards Association Convention (Houston, TX, March 31-April 3, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Board Administrator Relationship; Board of Education Policy; *Collective Bargaining; *Contract Salaries; Elementary Secondary Education; *Employer Employee Relationship; *Labor Relations; *Negotiation Agreements; Scope of Bargaining; Wages
IDENTIFIERS- *Strongsville Public Schools OH

Multi-year employee contracts can substantially reduce the time and energy that goes into negotiations. In this transcript, panelists from the Strongsville (Ohio) city schools discuss their recent 5-year settlement with their non-teaching (classified) employees. Each panelist is introduced, and then the first, James Marietta, provides an overview of the Strongsville district and discusses previous 2- and 3-year contracts with classified and with teaching staffs. He then describes the role of the board of education in the negotiating process, including setting of parameters for negotiation, relations with the superintendent, and adherence to procedure. Thereafter, John A. Brown provides suggestions on how to negotiate a multi-year agreement. These cover pre-planning, board administrator consensus, organization, and credibility. John Jackson follows, discussing the wage settlement and explaining how to compute a fair annual cost of living adjustment. Patrick McMahon concludes with a discussion of the role of the financial planner. (TE)

ED 248 621 EC 170 085

Morton, Kathryn
Someday I May Want to Know about...Parent and Professional Communication: How to Give More and Get More.
Montgomery County Association for Retarded Citizens, Rockville, MD.
PUB DATE- 84
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Communication Skills; *Disabilities; Elementary Secondary Education; *Parent Participation; *Parent Role; *Parent Teacher Cooperation

Intended primarily for parents of and professionals working with handicapped children, the paper examines the parent-professional relationship and suggests ways to enhance communication. The parent's principal responsibility for monitoring the child's physical, psychological, and educational well-being is stressed. Suggestions for improving parent-professional cooperation are directed to professionals, including providing practical management ideas to parents, becoming aware of community resources, writing reports in understandable language and giving parents copies of those reports, helping parents to think of life with this child in the same terms as life with other children, and making sure that parents understand the child's abilities as well as disabilities. Suggestions addressed to parents include insisting on their rights to consultation in every step of diagnosis and placement, becoming skilled in persuasion, enlisting one person's help in coordinating diagnostic visits and results, learning to keep comprehensive records, and learning as much as possible about the child's problem. (CL)

ED 248 638 EC 170 416

Brion-Meisels, Steven; And Others

Student Decision Making: Improving the School for All Students.

PUB DATE- 83

NOTE- 15p.; Paper presented at the Minnesota Conference on Programming for the Developmental Needs of Adolescents with Behavioral Disorders (Minneapolis, MN, Fall, 1982). Contained in EC 170 401.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- Adolescents; *Behavior Problems; *Curriculum Development; *Decision Making; *Interpersonal Competence; Intervention; Models; Program Development; Secondary Education

The paper focuses on the role of decision making to develop social skills in adolescents with learning or behavior problems and describes a project to implement such a decision making model. The paper begins by tracing some of the crucial issues of adolescence and then describes the Adolescent Issues Project which has produced a curriculum focusing on decisions about drug use, work, adolescent development and sexuality, juvenile law, and government. Core skills in the decision making process (including social perspective-taking and alternative thinking) are reviewed, and applications are described such as use of a decision making approach to the classroom, counseling and discipline, student governance, parent involvement, and student assessment. Evaluation data point to indications of success. (CL)

ED 248 715 FL 014 571

Christian, Donna; And Others
Adolescent and Young Adult English of Vietnamese Refugees.
Center for Applied Linguistics, Washington, D.C.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Dec 83
NOTE- 285p.
CONTRACT- NIE-G-81-0122
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; *Adults; Classroom Techniques; Contrastive Linguistics; *English (Second Language); Grammar; Interviews; *Language Attitudes; *Language Proficiency; Language Usage; Oral Language; *Refugees; Second Language Instruction; Sociolinguistics; Standard Spoken Usage; Tenses (Grammar); Vietnamese; Writing Skills; Young Adults
IDENTIFIERS- Virginia

A study examining the sociolinguistic context and emerging linguistic structure of English in a Northern Virginia Vietnamese community, based on taped interviews and limited writing samples, is presented. The subjects were 93 refugees categorized by age range (10-13, 15-18, 20-25, 35-55 years), length of residence in the United States (1-3 and 4-7 years), and sex. The community is described from a broad-based sociolinguistic perspective in order to assess community values and attitudes; an overview of the phonological and grammatical structure of the English variety is given; and a detailed linguistic analysis of the structural category of tense markings is made. Based on the results of the sociolinguistic description, a set of principles for teaching English as a second language within this context is suggested. Results of the study of writing samples, showing that writing problems stem largely from habituated patterns of spoken language divergence from standard norms rather than from mechanical or spelling problems, is discussed in the context of the underlying sociolinguistic values and attitudes within the community. (MSE)

ED 248 729 FL 014 590

Schuster, Donald, Ed.
The Journal of Suggestive-Accelerative Learning and Teaching, Volume 5, Number 1. Proceedings of the SALT Conference (1980).
Society for Suggestive - Accelerative Learning and Teaching, Des Moines, Iowa.
PUB DATE- 80
NOTE- 67p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Collected Works - Proceedings (021) Collected Works - Serials (022)
DESCRIPTORS- *Academically Gifted; *Acceleration (Education); Classroom Techniques; *Creative Thinking; *Educational Strategies; Grade 5; *Neurological Organization; *Problem Solving; Reading Instruction; Second Language Learning; Semiotics; Teacher Behavior
IDENTIFIERS- *Suggestopedia

The proceedings of the 1980 Suggestive-Accelerative Learning and Teaching (SALT) conference include: "Creative Power in Action: Discovering Your 'Right' Mind" (Carole Austen and Hilary Johnson); "The Co-Creative Teacher: A Key Dimension in Accelerated Learning in the Classroom" (Susan M. Campbell); "The Application of Psychosynthesis to Accelerated Learning in the Classroom" (Naomi Emmerling, Carol Hwoschinsky, and Gail Montgomery); "Education of the Gifted in Utopia" (John C. Gowan); "Access to Hidden Reserves of the Unconscious Through Dreams in Creative Problem Solving" (Stanley Krippner); "Applying SALT to Fifth Grade Reading Instruction" (Allyn Prichard, Donald Schuster, and Jan Gensch); and "Discussing Suggestive Semiotics in Language Learning" (Arthur Szentgyorgyvari). (MSE)

Greenan, James P.
Generalizable Mathematics Skills. Resource Directory.
Illinois Univ., Urbana. Dept. of Vocational and Technical Education.
SPONS. AGENCY- Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE- Jun 84
NOTE- 90p.; For a related document, see CE 039 488.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Instructional Materials; Mathematics; *Mathematics Instruction; *Mathematics Skills; Measurement; Metric System; Middle Schools; *Resource Materials; Secondary Education; Secondary School Mathematics; Technical Education; *Technical Mathematics; Transfer of Training; *Vocational Education

This resource directory is designed to serve as a guide for vocational educators who are in need of additional instructional material for use in teaching mathematics or vocationally oriented mathematics in their classes. Provided first is a user's guide that outlines the purpose and organization of the directory and gives instructions for its use. The next section of the directory is a guide to information concerning the title, author, source, content, and cost of resource materials arranged under the following topics: general mathematics, mathematics for vocational-technical instruction, mathematics for individual programs, practical mathematics, advanced mathematics, and measurement and the metric system. Concluding the directory are an annotated list of teacher resource materials and an alphabetical list of publishers. A chart of generalizable mathematics skills is appended to the directory. (MN)

Homemaker/Home Health Aide.
Missouri Univ., Columbia. Instructional Materials Lab.
PUB DATE- Jul 84
NOTE- 500p.

AVAILABLE FROM- Instructional Materials Laboratory, 10 Industrial Education Bldg., University of Missouri-Columbia, Columbia, MO 65211 (Catalog No. IE-131-I).
LANGUAGE- English
EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Allied Health Occupations Education; Behavioral Objectives; Communication Skills; Course Descriptions; Curriculum Guides; Home Economics Skills; *Home Health Aides; *Homemaking Skills; Home Management; Home Programs; *Hygiene; Interpersonal Communication; Learning Activities; Lesson Plans; *Nutrition; Occupational Home Economics; Postsecondary Education; Tests; *Visiting Homemakers; Vocational Education

This curriculum guide provides materials for a five-unit home health aide course. Each unit contains 4 to 36 lesson plans. Unit topics and representative lesson plan topics are as follows: (1) introduction (ethical and legal responsibilities, time management, reporting and recording); (2) communication (techniques, meeting the public, therapeutic communication with the patient); (3) homemaking services essential to health care needs (accident prevention, disaster guidelines, resource management, home laundry, general housekeeping); (4) nutrition (basic food groups and food buying, preparation, and storage); and (5) personal care skills (oral hygiene; baths; grooming; dressing; measuring temperature, pulse, respiration, and blood pressure; bandaging; exercise needs; and physically assisting the patient). Each lesson plan contains some or all of the following components: scope of unit; lesson objectives; supplementary teaching/learning items; student informational assignment; references (instructor's additional information); introduction; outline of key points; interaction items (review questions); classroom, laboratory, shop, or other activities; evaluation items; answers to evaluation items; and handouts. Diagrams of systems of the human body are appended. (YLB)

ED 248 398 CE 039 731

Dusewicz, Russell A.
Assessment of the Impact of the Bureau of Vocational Education's Handicapped Program. Final Report.
Research for Better Schools, Inc., Philadelphia, Pa.

SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Technical Education.
PUB DATE- 30 Jun 84
NOTE- 146p.; For a related document, see CE 039 732.
CONTRACT- 83-4016
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Vocational Education; Agency Cooperation; *Disabilities; Educational Research; Job Skills; Job Training; *Outcomes of Education; Postsecondary Education; Program Descriptions; *Program Effectiveness; Program Evaluation; Secondary Education; State Aid; State Departments of Education; *State Programs; *Vocational Education
IDENTIFIERS- *Impact; Impact Studies; *Pennsylvania

Objectives of this assessment of Pennsylvania's vocational programs for the handicapped were to describe and evaluate the programs' impact and explore the local capability for offering vocational program services to the handicapped. Study methodology was guided by 23 evaluation questions representing five major study components: problems and needs, priorities, programs and activities, outcomes, and policies. Data sources were background information and existing documentation and files, interviews with Pennsylvania Department of Education officials, interviews with local education agencies, and a mail survey of projects. Pennsylvania's approach to funding vocational education programs for the handicapped was principally fiscal; state funding was distributed through an allocation method. The overwhelming majority of the programs were at the secondary level and represented continuation programs. The most frequent program activities were specific job skill training, individualized programming, general motivational skills training, and pre-employment services. Only about half of the activities represented "best practice." Little state-level interagency cooperation existed. Generally, the needs of program participants were met. Recommendations were made in these areas: definition of target population, method of funding allocation, exemplary project identification and dissemination, use of "best practice" techniques, enhancement of local program evaluations, interagency cooperation, and a stronger state education department leadership role. (Instruments are appended.) (YLB)

ED 248 426 CG 017 700

Lichtenberg, James W.
A Computer Program to Assist Counseling Trainees in Understanding Interpersonal Influence Processes in Their Counseling.
PUB DATE- 27 Apr 84
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Software; *Counselor Client Relationship; *Counselor Training; Higher Education; Interaction; Program Descriptions; Training Methods
IDENTIFIERS- *INTERACT (Computer Program); *Interpersonal Influence

Process

This paper describes a computer program based on the premise that successful counseling can be viewed as an interpersonal influence process composed of three basic features: sequentiality, flexibility, and constraint. An introduction to the INTERACT program explains how the program analyzes counselor/client and client/counselor transitions or response contingencies. Data entry is explained and six program outputs are discussed: (1) counselor and client response frequency counts; (2) matrix of counselor-client contingency frequencies; (3) matrix of counselor-client transition probabilities; (4) counselor-counselor and client-client transition matrix; (5) information/association measures; and (6) relative influence. The benefits of the program to counseling students are discussed and technical notes are provided which describe needed hardware and availability. A series of figures presenting sample printouts for each of the program areas concludes the paper. (JAC)

ED 248 456 CS 007 616

Allington, Richard L.

Policy Constraints and Effective Compensatory Reading Instruction: A Review.

PUB DATE- May 84
NOTE- 40p.; Paper presented at the Annual Meeting of the International Reading Association (29th, Atlanta, GA, May 6-10, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches,

Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Compensatory Education; Educational Needs; Elementary Secondary Education; Federal Programs; Government Role; Program Content; Program Development; *Program Effectiveness; Program Evaluation; *Reading Instruction; *Reading Programs; *Reading Research; *Remedial Reading
IDENTIFIERS- Education Consolidation Improvement Act Chapter 1; Elementary Secondary Education Act Title I

Through a review of the literature, this paper describes current practices in compensatory reading programs, (particularly Title I and Chapter 1 programs), offers evidence on how such practices evolved, identifies program features that may be questionable, and suggests ways to redesign such programs to enhance their effectiveness. The first section of the paper discusses the delivery of instruction in compensatory programs, with subsections covering program structure, curriculum, instructional time, and instructional focus. The second section reviews how compensatory instruction might be delivered, while the third section considers program integration with core curriculum. The fourth section examines characteristics of effective remedial instruction in the areas of setting, curriculum, instruction, time, students, and evaluation. The paper concludes that compensatory education programs, particularly Title I and Chapter 1 programs, have remained static for too long with too little systematic investigation by members of the reading profession. (FL)

ED 248 485 CS 007 774

Nathan, Ruth G.
The Effects of Semantic and Syntactic Context on Ongoing Word Recognition: A Test of the Interactive-Compensatory Model.
PUB DATE- Aug 84
NOTE- 15p.; Paper presented at the Annual Meeting of the American Psychological Association (92nd, Toronto, Ontario, August 24-28, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; Cognitive Processes; *Context Clues; Elementary Education; Grade 4; Grade 8; Reading Comprehension; Reading Processes; *Reading Research; Reading Skills; *Semantics; *Syntax; *Word Recognition

Semantically congruous and incongruous sentences that varied in their syntactic complexity served as the contextual material in a study investigating the use of contextual cues in ongoing word recognition. The dependent variable was the time necessary to name target words that were preceded by the various context conditions. Subjects were 24 eighth grade students, fourth grade students, and adults, half of whom were skilled, half unskilled readers. Results revealed that the overall semantic context effects were greatest for the fourth grade subjects, less so for those in eighth grade, and smallest for the adults. In addition, less skilled readers showed larger overall semantic context effects than did skilled readers. There was a trend, however, for the less skilled readers to show greater overall semantic context effects in the simple syntactic condition than in either the complex syntactic condition or the neutral syntactic condition. The fourth grade skilled readers showed a trend in the opposite direction, with greater overall semantic context effects in the complex syntactic condition. (HOD)

ED 248 500 CS 208 191

Moss, R. Kay; And Others
Writing Process Research Methodology: Research Designs, Data Collection, and Data Analysis Procedures.
PUB DATE- 83
NOTE- 13p.; Paper presented at the Annual Meeting of the National Reading Conference (33rd, Austin, TX, November 29-December 3, 1983).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Observation Techniques; Data Analysis; *Data Collection; Elementary Secondary Education; Models; *Research Design; *Research Methodology; *Writing Processes; *Writing Research
IDENTIFIERS- Embedded Case Studies

Data collection and analysis procedures adapted from the fields of anthropology, developmental psychology, and linguistics have been instrumental in advancing writing process research. Two such models of study are the embedded case study and the researcher as participant observer. The embedded case study research design embeds small group information within information from a large group. Data from informants from each phase of the study provide triangulation information for each of the other phases, thereby providing one measure of validity. The types of findings generated by this particular design are not restricted by the particular phases of the design. That is, the working hypotheses can be drawn from any one phase or more than one of the phases of the study. In the other research model, the researcher becomes involved in classroom planning, instruction, and evaluation to provide data to generate new hypotheses or to corroborate or contradict existing research while describing the learning process. The participant observer model is flexible enough to join classroom teachers, researchers, and learners in various inquiry roles and situations. The involvement of differing perspectives cannot help but make unique contributions to the dynamic and growing knowledge base associated with learning. (HOD)

ED 248 515 CS 208 493

Mallonee, Barbara C.; Breihan, John R.
Writing across the Curriculum, Phase Two: Beyond the Workshop Empirical Rhetoric at Loyola.
PUB DATE- Mar 84
NOTE- 17p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (35th, New York City, NY, March 29-31, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Content Area Writing; Educational Cooperation; Evaluation Methods; Higher Education; Integrated Activities; *Interdisciplinary Approach; *Program Content; *Program Evaluation; Teacher Attitudes; *Test Construction; *Writing Instruction
IDENTIFIERS- Loyola College MD

Noting that most writing across the curriculum programs have been dominated by the thinking of members of the English or composition departments, this paper describes the program developed at Loyola College (Maryland), which involved collaboration between writing specialists and content area teachers. The paper first describes the Loyola model--entitled Empirical Rhetoric--a six-year effort supported by the National Endowment for the Humanities (NEH), which is built on the concept of paired teaching. In addition, it describes the training of the teachers and the responsibilities they undertake as "departmental writing coordinators." The paper next reviews the steps taken in preparing and administering a program evaluation instrument, the "Survey of Faculty Opinions on Student Writing." It then discusses the findings of the survey and comments on the lessons learned from it. Appendixes contain copies of the NEH grant proposal and the faculty survey instrument. (FL)

ED 248 590 EA 017 078

Stevenson, James A.
America's Public Classrooms: The Courts and Radical In-Class Utterances.
PUB DATE- 83
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Academic Freedom; *Court Litigation; Elementary Secondary Education; *Freedom of Speech; Government School Relationship; Higher Education; Political Affiliation; Political Attitudes; Public Education; Public Schools; School Law; *Socialism; Teacher Dismissal; *Teacher Rights
IDENTIFIERS- *First Amendment

America's legal-educational history is filled with scores of cases of alleged radical teachers who have been legally excluded or removed from public school positions. Only a few of these cases have involved the First Amendment issue of inclass utterances by radicals. Such cases are significant because they highlight the established society's attitude toward free speech and antithetical sociopolitical views. Until recently that attitude could be characterized as primarily repressive. Even now there is no guarantee that the tolerant attitude and opinions expressed in "Keyishian vs. Board of Regents" and "Communist Party of Indiana vs. Whitcomb" will not be reversed. Indeed, because the courts reflect as much as they shape the trends of the times, the history of United States judicial decisions suggests that such attitudes might be reversed at any moment. Certainly, Justice Oliver Wendell Holmes's concept of "clear and present danger" enables the courts to adapt their decisions to the needs of the moment. In this situation, radical teachers may never be able to safely express their views, especially in nonhigher education institutions. Historically, judicial flexibility on the issue of the First Amendment's guarantee of free speech has meant little freedom "for the one who thinks differently." (MD)

ED 248 670 EC 170 449

Benjamin, Barbaranne J.
Phonological Deviation of /r/ Remediation Utilizing Structured Role Play Therapy.

PUB DATE- Apr 84
NOTE- 19p.; Paper presented at the Annual Convention of the Southern Speech Communication Association (Baton Rouge, LA, April 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Articulation Impairments; Intervention; *Phonemes; *Role Playing; Speech Handicaps; *Speech Therapy; *Voice Disorders

The paper considers the difference between articulatory and phonological disorders. The deviant production of a phoneme may be articulatory or phonological in nature. The nature of the phonemic deviation must be determined before appropriate therapeutic intervention may be devised. Recorded responses of 53 children (ages 4 years, six months to six years, nine months) to three assessments showed that, while all the subjects had deviations in phoneme production, approximately 30% produced the phoneme /r/ incorrectly only in cluster contexts, suggesting the need for a phonological or language-based therapy. Attention is focused on Structured Role Play Therapy, a recent development in language intervention, which may be effective in the remediation of multiple phonemic production deviations. This approach is based on the work of J. Piaget and incorporates the programming of simulated real life situations within a play context in which correct productions of phonemes is practiced. (Author/CL)

ED 248 606 EA 017 144

Duignan, Patrick; Johnson, Neil

The Social Organisation of Schools and Staff Development Practices.

Deakin Univ., Victoria, (Australia). School of Education.
PUB DATE- Aug 84
NOTE- 6p.
AVAILABLE FROM- Editor, The Australian Administrator, School of Education, Deakin University, Victoria 3217, Australia ($1.50 per single copy).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Collected Works - Serials (022)
DESCRIPTORS- *Administrator Role; Educational Practices; Elementary Secondary Education; Foreign Countries; Group Dynamics; Inservice Teacher Education; Instructional Improvement; Instructional Innovation; *Principals; School Effectiveness; *School Organization; *Staff Development; *Teacher Administrator Relationship; Teacher Improvement; *Work Environment
IDENTIFIERS- *Australia; Collegiality

The importance of school organization and its impact on teachers' commitment to staff development has been highlighted in recent research. In schools that are favorably disposed toward staff development, the norms of "collegiality" and "experimentation" prevail. Staff practices fundamental to the creation and maintenance of the two norms are identified, along with practices by principals that foster continuous staff professional growth. The implications of these findings for school leadership in Australian schools are discussed and six propositions to guide future research are presented. (MLF)

ED 248 687 FL 014 439

Draper, Jamie B.
State Initiatives and Activities in Foreign Languages and International Studies.
Joint National Committee for Languages, Washington, DC.
PUB DATE- 15 May 84
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accreditation (Institutions); Admission Criteria; College Bound Students; Committees; *Curriculum Development; Elementary Secondary Education; *Graduation Requirements; Higher Education; *International Studies; Language Enrollment; National Surveys; *Second Language Instruction; State Legislation; *State Programs; *Statewide Planning

A listing of state efforts in foreign language education and international studies compiled from results of a telephone and mail survey of state foreign language supervisors is presented. For those states for which information was not available from supervisors, consultants, or education officials, other sources were consulted, including commission reports, information on proposed legislation, and foreign language association newsletters. The data reported vary from state to state, but in many cases include information on proposed or existing task force initiatives and reports, professional association reports and recommendations, state law requirements, graduation and degree requirements, college entrance requirements, enrollment rates, experimental or special programs, statewide excellence goals, program development, accreditation goals and requirements, state level staff, and state proficiency examinations. (MSE)

ED 248 730 FL 014 591

Friedenberg, Randi D.
Pulling Words Out of a Hat: Magic in ESL Lessons.
PUB DATE- 84
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Classroom Communication; *Classroom Techniques; Color; Computation; *English (Second Language); Mathematics Instruction; *Reading Instruction; Safety; *Second Language Instruction; Spatial Ability; Spelling; Topology; *Vocabulary Development
IDENTIFIERS- *Magic; Total Physical Response

Magic motivates students to talk, and stimulates the affective domain. While watching magic, many people imagine how the effect is accomplished or how they might perform the trick if they were performing. This can be extended into an English lesson by using phrases such as, "If I were a magician, I could..." Total physical response activities take on a new meaning when students participate in a short magical effect. For teachers, the trick is to connect a magical theme with a lesson objective, and for the magic trick to be effective with an ESL lesson, the lesson should be limited to one special word and one concept, serving as a vehicle to reinforce vocabulary. Magic can also be incorporated into reading lessons, since it is a popular theme for children's books. Students like to repeat the magic words as the teacher reads the story, and later the students can retell the story, dictate chart stories, or make experience charts as a class. Another way to incorporate magic into a reading lesson is to write directions for a magic trick on a chart, and during any magic performance, the magician repeats the same series of commands. Other suggestions for potential use of magic in classroom lessons involve colors, safety measures, shapes, counting, math, spelling, topology, size comparisons, and spatial positions. Many easy magic tricks are available in children's magic books, and children's math books include many optical illusions that make good discussion topics. It is important to use imagination, practice the magic, keep it simple, and have fun. (MSE)

ED 248 743 HE 017 601

On Campus with Women. Spring and Summer 1984.
Association of American Colleges, Washington, D.C. Project on the Status and Education of Women.
PUB DATE- 84
NOTE- 28p.
AVAILABLE FROM- Project on the Status and Education of Women, Association of American Colleges, 1818 R Street, N.W., Washington, DC 20009.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reference Materials - Bibliographies (131)
DESCRIPTORS- Affirmative Action; College Faculty; College Students; *Court Litigation; *Employment Practices; *Females; Higher Education; Minority Groups; Personnel Policy; Salaries; *Sex Discrimination; Sexual Harassment; Women Faculty; *Womens Education; Womens Studies
IDENTIFIERS- *Grove City College vs Bell; *Higher Education Act Title IX; *Supreme Court; Women Administrators

Developments in education, employment, and the courts concerning the status of women are covered in these newsletter issues. A special article on the effects of the recent Supreme Court decision in "Grove City College v. Bell" is included. The Court held that when a college received federal money only through its financial aid program, then only the financial aid program is covered by Title IX; the institution can discriminate elsewhere in its programs. Title IX prohibits sex discrimination in federally-assisted education programs and activities. In addition to the Grove City decision and its implications, attention is directed to other court cases affecting female college faculty. Other news reported concerns: women college presidents, court litigation, men's studies, sexual harassment and discrimination, differences in the amount of financial aid awards to males and females; minority women in medical schools; a child care center at Purdue University; supporting women in graduate education; women in sports; employment issues including the job outlook; pay differentials; disabled women and employment; incorporating and integrating women's studies into the mainstream curriculum; and communication differences between men and women. A federal and international update is provided, and information on resource guides is included. (SW)

ED 248 757 HE 017 617

The Status of the Continuing Education Unit in Kentucky's Public Institutions of Higher Education.

PUB DATE- 83
NOTE- 21p.; Light type on page 3.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrative Policy; Comparative Analysis; *Continuing Education Units; Higher Education; *Noncredit Courses; Questionnaires; School Surveys; *Standards; *State Colleges; State Surveys
IDENTIFIERS- *Kentucky

The extent of standardization in the award of continuing education units (CEUs) in Kentucky was studied. A questionnaire was mailed to University of Kentucky program offices, the five regional universities and Kentucky State University, the University of Louisville, and the 13 community colleges. The response rate averaged 71 percent. Fifteen questions dealt with practices relevant to establishing and awarding CEUs at the institutions; another 15 questions related to attitudes regarding these practices. The only practices that seemed to be in effect at a majority of the campuses across the state were: requiring attendance for the award of CEUs; including classroom hours as the primary determinant of the number of CEUs to be awarded; and giving no grades for CEU activities. Most of the institutions responding were also similar in requiring the same basic information upon registration by participants for maintaining records for CEUs awarded. There were marked differences in other practices, including those related to costs, financial support, planning activities, receiving approval for CEU activities, awarding CEUs, awarding certificates, recordkeeping, and types of activities for which CEUs are awarded. Appended are data on CEUs awarded from 1974 through 1978 for each institution, and the study questionnaire. (SW)

ED 248 771 HE 017 636

Gomberg, Irene L.; Atelsek, Frank J.

Full-Time Humanities Faculty, Fall 1982. Higher Education Panel Report Number 61.

American Council on Education, Washington, D.C. Higher Education Panel.

SPONS. AGENCY- Department of Education, Washington, DC.; National Endowment for the Humanities (NFAH), Washington, D.C.; National Science Foundation, Washington, D.C.

PUB DATE- Aug 84

NOTE- 87p.

CONTRACT- NSF-SRS-8117037

AVAILABLE FROM- Higher Education Panel, American Council on Education, One Dupont Circle, Washington, DC 20036.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Academic Rank (Professional); Educational Background; English; Ethnic Groups; *Full Time Faculty; Higher Education; History; *Humanities; Minority Groups; Modern Languages; Philosophy; Questionnaires; Racial Differences; Teacher Characteristics; *Tenure

Information about faculty who were teaching full time in fall 1982 in English, history, modern languages, and philosophy is reported, based on survey results. Gathered from 2,400 colleges and universities, the data cover gender, ethnic/racial background, academic rank and tenure status, and level of educational attainment. Detailed statistical tables and narrative analyses are provided, including comparisons to a 1979 version of the survey. Findings include the following: in fall 1982, 58,700 full-time faculty were teaching in the core humanities disciplines (only slightly greater than the number teaching in 1979); since fall 1979, the number of faculty increased at universities and decreased at two-year colleges; full-time faculty taught English at nearly all the institutions, while full-time faculty taught philosophy at only two-thirds of the institutions; 64 percent--more than 6 out of every 10--of the full-time humanities faculty were nonminority men, while only 3 of every 10 full-time humanities faculty were women; 73 percent of the full-time humanities faculty were tenured, while 14 percent were untenured but in the tenure track, and the remaining 13 percent were outside the tenure track; and two-thirds of the faculty hold a doctorate degree in a humanities discipline. The questionnaire and technical notes on the survey are appended. (SW)

ED 248 785 HE 017 650

Toombs, William; Lindsay, Carl A.

Continuing Education for Professionals: A Practice-Oriented Approach.

Pennsylvania State Univ., University Park. Center for the Study of Higher Education.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.
PUB DATE- Aug 84
NOTE- 21p.; Paper presented at the International Conference on Higher Education (6th, Lancaster, England, August 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accounting; Architecture; *Clinical Experience; Clinical Psychology; *Cooperative Programs; Dietetics; Higher Education; Nursing; *Professional Associations; *Professional Continuing Education; Program Descriptions; State Universities
IDENTIFIERS- Pennsylvania State University

The Continuing Professional Education Project at The Pennsylvania State University is described. Five professions were involved: architecture, accounting, clinical psychology, clinical dietetics, and nursing. The objectives were: (1) to bring the university and the professions into collaboration, (2) to focus continuing education activities as closely as possible to the needs of the profession at the point of practice, and (3) to develop the basis for a long-term association by institutionalizing the professional development process in both the university and the respective professional associations. Preliminary findings concerning the practice situations, the profession in general, and project activities are presented. Commonalities among the professions included: the essential paradigm of professional practice is one of problem-solving; professionals have difficulty in achieving a global or holistic view of their activities; performance is judged within the profession by a standard of competence and scale of excellence; the profession team design, with its emphasis on the consensual process of decision-making and collegial relationship, is an effective vehicle for collaboration; and new strategies are emerging for the definition, format, and pricing of continuing professional education programs. (SW)

ED 248 799 HE 017 665

Newton, Robert R.

A Computer Model for Prediction of Tenure Ratios in Higher Education.

PUB DATE- 82
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Administration; *College Faculty; College Planning; *Computer Simulation; Decision Making; Employment Patterns; Higher Education; *Models; *Personnel Management; *Predictive Measurement; *Tenure
IDENTIFIERS- EXECUCOM

An approach to gathering information on tenure ratios and the use of an uncomplicated computer planning model are discussed. The approach employs the Interactive Financial Planning System (IFPS) developed by EXECUCOM. The IFPS computer simulation system can be used by administrators with minimal technical knowledge. Information required to implement the model should be easily recoverable from personnel files and can be categorized as past, current, and future information. With this information, tenure probabilities and projections can be generated. The probabilities are based on the assumption that the trends of the past 5 or more years will reflect future trends. Calculations for predicting the probability of a positive tenure decision, an early death, early retirement, or early resignation are provided. The tenure projection model is presented line by line. The calculation of the number of tenure-track faculty who receive a positive or negative decision in a given year is described, along with the calculation of transitions within the tenured faculty group. Projections are provided to illustrate the model. All elements of the model have been printed in chart form for the first 6 years. A second chart prints the conclusions of the model most useful in decision-making and extends the projections to the year 2000. (SW)

ED 248 814 HE 017 684

Manese, Jeanne E.; Sedlacek, William E.

Changes in Religious Behavior and Attitudes of College Students by Race and Sex over a Ten Year Period.

Maryland Univ., College Park. Counseling Center.

REPORT NO.- RR-9-83

PUB DATE- 83

NOTE- 20p.

AVAILABLE FROM- Counseling Center, University of Maryland, College Park, MD 20742.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Attitude Change; *College Students; Higher Education; Institutional Research; Longitudinal Studies; *Moral Values; *Racial Differences; *Religion; *Sex Differences; *Student Attitudes

IDENTIFIERS- *University of Maryland College Park

Trends in students' religious activities and attitudes between 1973 and 1983 were studied at the University of Maryland, College Park. A questionnaire was administered to a sample of 270 incoming freshmen in 1973 and to 389 freshmen in 1983. Findings suggest a continuation of the trend of decreasing religious orthodoxy among students, with both groups showing little interest in participating in organized religious activities. The most notable change among students over the 10-year period appeared to be in designated religious preference and attitudes toward moral issues. Though the three traditionally dominant religions (Catholic, Jewish, and Protestant) were still indicated by the majority of students, a marked decrease in students indicating Jewish was shown in 1983 compared to 1973. Students in 1983 also indicated less supportive attitudes toward abortion, premarital sex, and the buying of term papers, and more supportive attitudes toward personal involvement in war. Analysis of sex differences indicated that females, compared to males, tended to have differing views of God, more positive attitudes toward religious activity, and appeared more supportive of integrating religion more broadly into their lives. Blacks differed from whites on religious preferences, views of God, and attitudes toward several issues. (Author/SW)

ED 248 828 IR 011 250

Guidelines for the Production of Audio Materials for Print Handicapped Readers.

National Library of Australia, Canberra.

REPORT NO.- ISBN-0-642-99301-7
PUB DATE- 83
NOTE- 41p.; Compiled by the Audio Standards Committee of the Round Table on Materials for Print Handicapped Readers.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Audiotape Recordings; *Educational Media; Foreign Countries; Guidelines; Learning Problems; Narration; Periodicals; *Production Techniques; *Reading Difficulties; Reading Materials; Standards; *Visual Impairments
IDENTIFIERS- National Library of Australia

Procedural guidelines developed by the Audio Standards Committee of the National Library of Australia to help improve the overall quality of production of audio materials for visually handicapped readers are presented. This report covers the following areas: selection of narrators and the narration itself; copyright; recording of books, magazines, and student texts; individual requests or small circulation items; monitoring and proof reading; recording environment; technical concerns; labelling; and packaging. Appendices include an accreditation check sheet, sources of reference for pronunciation, and suggestions for describing illustrations, maps, and graphs. (THC)

ED 248 843 IR 011 292

Uhlig, George E.

Microcomputers and the Future.

PUB DATE- 12 May 84
NOTE- 21p.; Paper presented at the Alabama State Computer Fair (Birmingham, AL, May 12, 1984). Best copy available.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Assisted Instruction; Computer Literacy; Computer Managed Instruction; *Computers; Costs; Faculty Development; Higher Education; *Information Processing; *Information Retrieval; *Input Output Devices; *Prediction; Problem Solving; *Technological Advancement
IDENTIFIERS- *Computer Uses in Education

Dangers are inherent in predicting the future. In discussing the future of computers, specifically, it is useful to consider the brief history of computers from the development of ENIAC to microcomputers. Advances in computer technology can be seen by looking at changes in individual components, including internal and external memory, the keyboard, and screen. As long as breakthroughs and advances can be made in very large scale and ultra-large scale integrated circuitry, the cost per computing unit will continue to go down and size/weight per computing unit will also decrease. A flat screen will provide a major breakthrough to the lapsized, full-function computer. The future of personal and educational computing can also be viewed by analyzing computer applications, including computer science, computer assisted instruction, and computer managed instruction, as well as the more interesting uses of the computer as an interface to the growing world of information and as a general problem solving tool. Colleges should create full-time positions for faculty members solely to keep up with the growth of technology and information as it applies to the higher education profession. Nine references are listed. (LMM)

ED 248 857 IR 011 306

Taitt, Kathy
TLC for Growing Minds. APPLE II Programming Manual, Volume 1.
REPORT NO.- ISBN-0-88193-001-6
PUB DATE- 1 Feb 84
NOTE- 68p.; For related documents, see IR 011 307-311, IR 011 314-316, and IR 011 318-319. This manual is also available for TRS-80, IBM PC, Commodore 64, PET, ATARI, TI-99/4A, and VIC-20.
AVAILABLE FROM- Creative Learning Association, Inc., RR#4, Box 330, Charleston, IL 61920 ($9.95 per copy; quantity discounts available).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; *Computer Science Education; Computer Software; Elementary Secondary Education; Input Output Devices; Instructional Materials; *Learning Activities; *Microcomputers; Problem Solving; *Programing; Programing Languages
IDENTIFIERS- Apple II; *BASIC Programing Language

Designed to improve students' thinking, learning, and creative skills while they learn to program a microcomputer in BASIC programing language, this instructional manual for beginning learners provides a brief section of information for each new topic together with a sample program to enter, run on the computer, and observe; a suggested change to clarify the principle being taught, and a challenge requiring use of the new principles. Each chapter includes a review. Procedures for turning the computer on and off are explained, as well as the commands to RUN, PRINT, LIST, HOME, NEW, GOTO, CONT, and END; the syntax error message; line numbers; and the use of commas, semicolons, colons, and the RESET and CONTROL keys. Information on using a disk to save or load programs is provided, including booting the disk, and the commands CATALOG, LOAD, INIT (initializing a disk), SAVE, DELETE, and RENAME. An appendix describes how to save on and load from tape, and a reference list of commands and key functions is provided. Separate color coded project books for elementary, junior high, and high school/adult students are available for this manual. (Author/LMM)

ED 248 871 IR 011 325

Advisory List of Computer Courseware.

North Carolina State Dept. of Public Instruction, Raleigh. Div. of Educational Media.

PUB DATE- 83
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Computer Assisted Instruction; *Courseware; *Educational Media; Elementary Secondary Education; Library Automation
IDENTIFIERS- Software Reviews

Computer courseware appropriate for instruction in grades K-12 is listed in two advisory lists. Entries, selected from materials submitted by producers which received favorable reviews by educators, are arranged in the following categories: arts education, communication skills, mathematics, science, utility (a quiz generator), word processing, and management-media (automation of routine library operations). Entries include citation, format, price, producer, grade level, equipment required, and annotation; some entries also give computer language. For many entries, strengths, weaknesses, and uses are discussed. A directory of producers is included. (THC)

ED 248 887 IR 011 363

Mitchell, Felicia
"Computer Literacy" and the Curriculum.
PUB DATE- 83
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Computer Assisted Instruction; *Computer Literacy; *Computer Oriented Programs; *Definitions; *Literacy; Literature Reviews; *Microcomputers; *Semantics
IDENTIFIERS- Computer Uses in Education

There is no one universal definition of the term "computer literacy," which, in fact, is used so generally that people often preface references to microcomputers in education with their own definitions of computer literacy. The term is organized semantically in a variety of ways, and central to this semantic organization is a problem of deciding how to integrate "knowledge of," "knowledge about," and "knowledge through" the computer into the conceptual organization of knowledge in general. Efforts to introduce the microcomputer into the curriculum are encouraging careful discussions of just exactly what computer literacy is, can be, or should be. Until recently, "literacy" referred to the ability to read and write and to being well-educated or knowledgeable. The meaning of "well-educated" may have altered, however, to encompass knowledge of computers. It is held that any rhetorical confusion resulting from attempts to deal with this phenomenon is natural, insightful, and necessary to maintain the dialogue that will develop our understanding of the microcomputer's impact on knowledge and education. A chart illustrates the distribution of references to computer literacy in educational literature, and a 20-item reference list is included. (LMM)

ED 248 902 IR 050 854

A Decade of Accomplishment. National Commission on Libraries and Information Science Annual Report, 1980-1981.

National Commission on Libraries and Information Science, Washington, D. C.

PUB DATE- 30 Apr 82

NOTE- 113p.; For the Annual Report for 1977-1978, see ED 191 425.

AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (1982-0-377-129).

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Annual Reports; *Federal Legislation; History; *Information Dissemination; Information Science; *Information Services; *Libraries; Library Networks; *Library Services; Management Systems; Needs Assessment; Resource Allocation

IDENTIFIERS- *National Commission Libraries Information Science

This tenth annual report of the National Commission on Libraries and Information Science (NCLIS)--a permanent, independent agency in the Executive Branch--covers the period which marks the end of the first decade of the Commission's programs, and therefore a review of past accomplishments and a brief history of the origins of NCLIS are included. Discussed in the first part of the report are accomplishments in NCLIS's three major priority areas for FY 1981; these areas are: (1) development of specifications for revised library and information services legislation; (2) improving the management and dissemination of federal information; and (3) resource sharing and the application of technology. Plans for continuing and expanding these priorities are also discussed. A list of Commission members is included, in the Prologue, and the origins of NCLIS are described in a separate section. Among the numerous appendices are: The NCLIS Act--Public Law 91-345; NCLIS Publications; Projects of NCLIS; Fiscal Statement; White House Conference on Library and Information Services Authorization, Public Law 93-568; Publications and Media Produced by the White House Conference; and Elements of a Comprehensive National Library and Information Services Program. (THC)

ED 248 916 JC 840 500

Kassebaum, Peter A.

A Sociological Analysis of Selected Student Enrollment Traits for Fall 1979.

PUB DATE- Feb 81

NOTE- 52p.; Ed.D. Practicum, Nova University.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Dissertations/Theses - Practicum Papers (043) Reports - Research/Technical (143)

DESCRIPTORS- Community Colleges; Comparative Analysis; Demography; *Enrollment Trends; *Regional Characteristics; State Surveys; *Student Characteristics; Two Year Colleges; *Two Year College Students

IDENTIFIERS- *College of Marin CA

In fall 1979, a study was conducted to determine the characteristics (i.e., age, sex, ethnicity, residence, class level, student status, and part-/full-time status) of students enrolled in the credit program at College of Marin (CM). Information provided by the Office of the Chancellor for California Community Colleges permitted a comparison of CM data with state and regional statistics on credit enrollments in community colleges. Study findings, based on an analysis of data on 6,762 CM students, 260,624 community college students in the Bay Area, and 1,042,496 community college students in California, included the following: (1) 34.5% of the CM students attended college on a full-time basis, compared to 25.13% of the Bay Area students and 25.58% of the state population; (2) 57.13% of the CM students were under 25 years of age, compared to a state figure of 49.06% and a regional figure of 45.19%; (3) CM registered a smaller percentage of ethnic enrollments than either the Bay Area of state profiles; (4) 48.39% of the CM students were continuing students, 22.14% were new students, and 15.5% were new transfers; (5) 64.6% of the CM students were freshmen, 9.8% were sophomores, and 14.9% had a baccalaureate degree; and (6) over 50% of the students in all three groups were female. The study report includes a sociological analysis of findings and recommendations for further research. (LAL)

ED 248 930 JC 840 525

Belker, June S.
The Continuing Education of Mid-Career Professors: Where Is It Today?
PUB DATE- 84
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Faculty; College Role; Colleges; Consortia; *Faculty College Relationship; *Faculty Development; National Surveys; Postsecondary Education; *Professional Development; Two Year Colleges; Universities

The continuing education of professors is becoming an issue for college and university administrators as educational institutions confront a work force that will not significantly change for the next 10 to 15 years. A two-part study was conducted to investigate activity in the area of professional development for mid-career faculty. The first part of the study consisted of a comprehensive literature search to identify existing programs which might be helpful in establishing a model for future use. The literature review identified 25 colleges and universities with some form of professional development program, and a number of collaborative programs in which colleges and universities in the same geographical area had formed a coalition. The second part of the study involved contacting the identified colleges and consortia to gather information about their programs. General findings included the following: (1) most faculty renewal programs operated under the concept of faculty development focusing on the individual professor; (2) most institutions placed an emphasis on the new faculty member in their development programs; (3) most institutions viewed professional development as an individual concern for mid-career faculty; (4) two-year institutions were more concerned with improving instructional techniques than four-year colleges; and (5) a few institutions were concerned with ways in which faculty and institutional goals could be more effectively related. (HB)

ED 248 944 JC 840 549

Chancellor's Report: Student Profile.

California Community Colleges, Sacramento. Office of the Chancellor.

PUB DATE- Oct 84
NOTE- 11p.; Part of the Chancellor's Report presented to the Board of Governors of the California Community Colleges (Long Beach, CA, October 25-26, 1984). For another portion of the report, see JC 840 550.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Community Colleges; Ethnicity; *Full Time Students; Income; *Part Time Students; State Surveys; *Student Characteristics; Student Educational Objectives; Student Employment; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *California

In spring 1984, a study was conducted to analyze enrollments in California's community colleges and to assess the effects of the mandatory fee instituted in fall 1984 upon the mix of community college students. A stratified random sample of 10,247 students from 62 community colleges were surveyed. Study findings, based on a 69% response rate, included the following: (1) three of every five community college students were self-supporting; (2) community college students were less wealthy than the typical Californian; (3) four of every five community college students were working regardless of whether they were self-supporting or dependent, or attended school full- or part-time; (4) one-third of all students reported that they intended to transfer to a four-year institution, while almost one-half were enrolled for occupational skills; (5) the racial and ethnic backgrounds of the students were comparable to those of all Californians, except that Asians were overrepresented and Hispanics were underrepresented; (6) regarding dependent students: nine of every ten had never married and lived with their parents, and eight of every ten were working; and (7) regarding self-supporting students: three of every ten had never married, five of every ten were currently married, two of every ten were divorced, widowed, or separated; four of every ten owned their own homes, while six of every ten rented; and eight of every ten were working. Graphs and tables illustrating findings are included in the report. (LAL)

ED 248 958 PS 014 555

Family Day Care Networking Project. Final Report .
Mississippi Governor's Office of Human Development Commission for Children and Youth, Jackson.
SPONS. AGENCY- Office of Human Development Services (DHHS), Washington, D.C.
PUB DATE- 27 Jul 84
NOTE- 32p.
GRANT- 90-CJ-54
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Child Caregivers; Early Childhood Education; *Employed Parents; *Family Day Care; Instructional Materials; *Low Income Groups; Networks; *Older Adults; *Program Evaluation; Social Services; State Programs; Training; Volunteers
IDENTIFIERS- *Mississippi; Monitoring

This report describes a project that established family day care homes in Mississippi and made use of senior citizens as day care providers. The goals of the project were to provide alternative day care arrangements for low income parents and to offer senior citizens extra income and strengthen their self-image. Advantages of home-based day care were determined to be (1) fewer transportation difficulties for low income mothers; (2) siblings remaining together; (3) more attention for each child; (4) lower costs, especially important in light of funding cutbacks; and (5) no costly regulations applying to the care of more than five children. The program was implemented at local levels by Head Start agencies, aging offices, day care projects, and other social agencies, which in part used the services of volunteers. These local sponsors assisted in recruiting, training, equipping, evaluating, and monitoring day care providers; in addition, they helped link the family day care network with existing social services. The project was successful in establishing 60 day care homes, serving 290 children. Formal evaluation of the program was not possible, but informal interviews generated information about the kinds of services needed by parents and about the program's effect on the health, self-concept, and economic status of day care providers. (CB)

ED 248 972 PS 014 586

Gjerdingen, Kathleen

A Balanced Program for the Young Child: Spontaneous and Structured Singing.

PUB DATE- Jun 84

NOTE- 9p.; Paper presented at the Music in Early Childhood Conference (Provo, UT, June 28-30, 1984).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Group Activities; Music Activities; *Music Education; *Play; Popular Culture; *Preschool Children; Preschool Education; *Singing; *Spontaneous Behavior; Teacher Education

IDENTIFIERS- Piagetian Stages; *Spontaneous Singing

While group singing of composed songs and the singing that takes place during circle games are the commonest forms of music instruction for young children, children should also be encouraged to engage in free musical play or spontaneous singing. In spontaneous singing, the child creates a song at a moment's notice while engaged in play. Free musical play is a type of spontaneous singing that children engage in when they are using the free-improvisational stream-of-consciousness style needed for vocal inflection and copycat games, singing conversations using puppets, and improvisational singing based on stories, picture books, or cartoons. Teachers can encourage free musical play by modeling spontaneous songs during storybook time, puppet play, or normal classroom activities. After spontaneous singing is firmly established, the teacher gradually can begin to teach the structured, composed songs that children in Piaget's preoperational stage need to learn. It is important to choose songs that consider the child's vocal characteristics and that are not too sophisticated. These first songs should have limited range and pitch, simple rhythms, understandable vocabulary, obvious rhymes, and repetition. Songs should reflect common bodies of knowledge important for children and should include heritage songs such as "America." As the child matures, spontaneous singing eventually becomes a vehicle for vocal development and a means of sharing personal experiences and feelings. (CB)

ED 248 986 PS 014 613

Gross, Thomas F.

State Anxiety, Memory and Children's Problem Solving (with Supplement Report).

PUB DATE- Apr 84

NOTE- 37p.; Paper presented at the Annual Meeting of the Western Psychological Association (Los Angeles, CA, April 5-7, 1984).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Anxiety; Elementary Education; *Elementary School Students; *Feedback; *Hypothesis Testing; *Memory; Performance Factors; *Problem Solving; Visual Stimuli

IDENTIFIERS- Rule Application; *State Anxiety

Two experiments investigated relationships between state anxiety, memory processes, and children's performance on problem-solving tasks. Participants were second and sixth graders in a private elementary school in Redlands, California. In both experiments, subjects responded to three training and eight test problems presented in the introtact format. In this format, sets of cards are shown to children, one card at a time. On each card is a pair of orthogonal figures consisting of unique combinations of four dimensions (size, shape, pattern, color); dimensions have two values each. According to this method, children were shown a card and asked to point to the figure they believed contained the experimenter-defined answer for that set of cards. In both experiments, a memory aid was made available on half the test problems. Aids consisted of visual exemplars of each dimensional value and the name of that value, which was printed in block letters on the face of the card. The experiments differed only in the manner in which feedback and introtacts were delivered. In the first experiment, the stimulus card remained visible during feedback and was changed immediately after the child verbalized a hypothesis about the solution. In the second experiment, children received feedback and were required to formulate hypotheses in the absence of the stimulus cards. Subsequently, subjects were categorized into low, moderate, and high state-anxious groups on the basis of responses to questions about how they felt while solving the problems. Analysis of problem-solving behavior focused on the number of problems solved, logical rule use, and strategy use. Results indicated that memory assistance brought about more rapid solutions for both age groups; relatively little performance deficit resulted from high state-anxiety. (RH)

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ED 249 000 RC 014 872

Ute Unit: Study Guide and Follow Up Activities.
North Conejos School District, Capulin, CO.
SPONS. AGENCY- Office of Elementary and Secondary Education (ED), Washington, D.C. Ethnic Heritage Studies Program.
PUB DATE- 79
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- American Indian Culture; *American Indian History; *American Indian Literature; American Indians; *Cultural Influences; Elementary Secondary Education; Reference Materials; *Supplementary Reading Materials; Units of Study
IDENTIFIERS- *Colorado (San Luis Valley); *Ute (Tribe)

The study guide and follow-up activities were designed primarily to give students a feeling of Ute life in the San Luis Valley in Colorado. The unit begins with six Southern Ute stories about the wolf and coyote, the race between the skunk and the coyote, the frog and the eagle, why the frog croaks, the bear (Que Ye Qat), and the two Indian brothers. A unit test consisting of listing, matching, and essay questions follows the stories along with a student evaluation form and a reference list of titles that are available on the Utes. The next section presents a chronology of Ute history beginning in 1 A.D. when the Shoshonean speaking people separated from other Ute-Aztecan groups about the beginning of the Christian era to 1972 when the Pino Nuche Purasa, motel-restaurant-community building complex, built by the Southern Utes at Ignacio was opened. The last section acknowledges the contributions and culture of the Utahs, the people referred to today as the Utes. (ERB)

Tsosie, Kenneth, Comp.; Cherino, Alan J., Comp.
Sources of Financial Aid Available to American Indian Students.
New Mexico State Univ., Las Cruces.
PUB DATE- 84
NOTE- 44p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- American Indian Education; *American Indians; Colleges; *Educational Resources; Eligibility; Financial Support; Grants; *Organizations (Groups); *Postsecondary Education; Scholarships; *Student Financial Aid; Student Loan Programs; *Universities
IDENTIFIERS- Bureau of Indian Affairs; United States (Southwest)

The booklet provides information and sources on financial aid for American Indian college students. The introduction explains college-based funding, federal aid programs, American Indian financial aid sources, and financial aid package. The section on admissions and financial aid process outlines procedures the undergraduate or graduate student must take when interested in attending college or wanting to apply for financial aid. Federal aid programs and the Bureau of Indian Affairs Higher Education Grant/Loan Program are described under major sources of financial aid. Additional sources of financial aid include organizations that provide scholarships, grants, or loans for undergraduate or graduate students. Each citation provides the following information: address and phone number, contact person, type of aid, deadline, duration of financial aid, amount, requirements of applying (i.e. field of study, school, grade point average), and comments. The last section lists colleges and universities located in the Southwest (Arizona, California, Colorado, New Mexico, Nevada, Oklahoma, and Utah) that have special programs for American Indian students and offer financial assistance and other support services. Each citation provides name, address, and phone number of institution, population or percentage of American Indian students, student organizations on campus, special studies or programs, and tuition and fees. (ERB)

ED 249 028 RC 014 984

More, Arthur J.
Learning Styles and Indian Students: A Review of Research.
PUB DATE- Jul 84
NOTE- 13p.; Paper presented at the Mokakit Indian Education Research Conference (London, Ontario, Canada, July 25-27, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *American Indian Education; *Canada Natives; *Cognitive Style; Elementary Secondary Education; *Eskimos; Foreign Countries; Formative Evaluation; Learning Modalities; *Process Education; *Teaching Methods
IDENTIFIERS- Canada; *Relevance (Cultural)

To accomplish cultural relevance in the classroom for Indian students, changes in instructional methods must complement alterations in course content. Since learning styles, like cultural features, may vary for Indian students, the effective teacher will master a matching teaching style adapted to emphasize unique cultural strengths rather than to compensate for perceived inadequacies. Although there remain individual differences, common patterns of intellectual abilities, thinking styles, and interests characterize those who share a common cultural background. The resulting learning style encompasses sensory mode and perception, physical setting, general learning conditions, and cognitive processing. Learning style is "the usual or characteristic manner of acquiring knowledge, skills or understanding." Studies of Indian learning styles have focused on perceptual and spatial abilities, environmental factors, impulsive vs. reflective response, relational vs. analytical styles, and simultaneous vs. successive processing. Results indicate Indian student strength in imaginal coding, holistic processing, and simultaneous processing, but relative weakness in verbal coding. Teachers may be able to develop strength in simultaneous processing into successive processing ability. (MM)

ED 249 041 SE 044 882

Adams, Lowell W.; Dove, Louise E.
Urban Wetlands for Stormwater Control and Wildlife Enhancement.
National Inst. for Urban Wildlife, Columbia, MD.
PUB DATE- 84
NOTE- 19p.; Funding for this publication was made possible by grants from the American Conservation Association and Exxon Company, U.S.A.
AVAILABLE FROM- National Institute for Urban Wildlife, 10921 Trotting Ridge Way, Columbia, MD 21044.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Conservation Education; Environmental Education; Physical Environment; *Urban Areas; *Water Resources; *Wildlife
IDENTIFIERS- *Stormwater Control; *Wetlands

Underdeveloped land absorbs much of the water which falls during a rainstorm. However, urban development (which results in much of the land being covered by buildings and pavement) increases the extent of impervious land surface over pre-development conditions. This results in greater post-development runoff of the urban stormwater. Urban stormwater is defined as surface runoff, generated by rainfall (and to a lesser extent by snowfall), which enters natural drainage systems like streams and rivers by overland flow or through storm drains. This booklet examines: (1) the nature of urban stormwater; (2) why it should be controlled; (3) control methods (including detention and retention basins); (4) man-made wetlands for stormwater control and wildlife enhancement (considering water quality improvement, wildlife habitat management, and the mosquito problem); and (5) the relation of people and urban wetlands. A list of 10 recommendations to optimize the value of urban stormwater control impoundments for wildlife is included. For example, it is suggested that such impoundments retain rather than detain water and that natural resources personnel be consulted during planning and design stages. A list of references and additional readings is also included. (JN)

ED 249 055 SE 045 060

Brophy, M.; Fryarr, M.
Techniques and Measurements. Seychelles Integrated Science. Teacher and Pupil Booklets . Unit 1.
National Inst. of Pedagogy (Seychelles).
SPONS. AGENCY- Ministry of Education and Information (Seychelles).
PUB DATE- 83
NOTE- 56p.; Document contains several pages of marginal legibility. For units 2 through 13 of this series, see SE 045 061-072.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Curriculum Development; Integrated Curriculum; Junior High Schools; *Laboratory Procedures; Laboratory Safety; *Measurement Equipment; *Measurement Techniques; *Science Activities; Science Curriculum; Science Education; *Science Programs; *Secondary School Science; Skill Development; Units of Study
IDENTIFIERS- *Seychelles Integrated Science Program

Seychelles Integrated Science (SIS), a 3-year laboratory-based science program for students (ages 11-15) in upper primary grades 7, 8, and 9, was developed from an extensive evaluation and modification of previous P7-P9 materials. This P7 SIS unit is designed to: (1) introduce students to and familiarize them with working in the school laboratory; (2) make them aware of the need for care and caution while working in the laboratory; and (3) instruct them in the correct use of the metric ruler, balance, graduated cylinder, thermometer, and stopwatch. Provided for the unit is a student workbook and a set of teaching notes. The teaching notes include an overview of the SIS program, the general aims of the unit, and a lesson plan for each topic area. Each lesson plan includes a suggested time frame, a list of objectives, a list of equipment needed, and a suggested lesson format. This format includes suggestions for introducing the lesson, instructional strategies (emphasizing procedures for student activities), and evaluation methods. The student workbook includes procedures for completing the unit activities and a list of new words keyed to page numbers in the workbook. (JN)

ED 249 068 SE 045 073

Beaches, Dunes, and Barrier Islands. Habitat Pac.
Fish and Wildlife Service (Dept. of Interior), Washington, D.C.
PUB DATE- 84
NOTE- 28p.; Poster has not been filmed due to size. For other packets in this series, see SE 045 074-078.
AVAILABLE FROM- National Institute for Urban Wildlife, 10921 Trotting Ridge Way, Columbia, MD 21044 ($5.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Animals; *Ecology; *Environmental Education; Intermediate Grades; Junior High Schools; *Learning Activities; *Marine Biology; Outdoor Activities; *Wildlife; Wildlife Management
IDENTIFIERS- *Beaches; Sand Dunes

The materials in this educational packet are designed for use with students in grades 4 through 7. They consist of a leader overview, teaching guides and student data sheets for three activities, and a poster. The leader overview describes the nature of beaches, dunes, and barrier islands, tracing their development, settlement, and management and emphasizing the mobile, dynamic nature of these habitats. A glossary and list of reference materials are included. The three activities are: (1) a transect study in which students are introduced to a beach's habitats, zones, movement, and problems; (2) an investigation of the adaptations necessary for survival on a beach; and (3) an exploration of human uses of beach, dune, and barrier island habitats. The teaching guides provide an introduction to and instructional strategies for the activities as well as a list of materials needed, a list of learning outcomes, and a student review sheet (with answers). The poster provides illustrations of the variety of beach wildlife and a simple key used as an aid in their identification. An additional activity on tidal tracks is also included as a separate "student page." (JN)

ED 249 082 SE 045 088

Tierney, Blue, Comp.
Energy Activities for the Primary Classroom. Revised.
El Dorado County Office of Education, Placerville, CA.
SPONS. AGENCY- California Energy Extension Service, Sacramento.
PUB DATE- 84
NOTE- 62p.; For a related document, see ED 242 605.
AVAILABLE FROM- California Energy Extension Service, 1400 Tenth St., Sacramento, CA.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Alternative Energy Sources; *Conservation Education; Educational Games; *Energy; *Energy Conservation; *Learning Activities; Pollution; Primary Education; Recycling; Science Activities; Science Education; Science Experiments; *Solar Energy; Water; *Wind Energy
IDENTIFIERS- *Energy Education; Insulation

An energy education program at the primary level should help students to understand the nature and importance of energy, consider different energy sources, learn about energy conservation, prepare for energy related careers, and become energy conscious in other career fields. The activities charts, readings, and experiments provided in this nine-section manual are designed to meet the objectives of such a program. The materials in the first five sections focus on: (1) the nature of energy; (2) uses of energy; (3) non-renewable energy and pollution; (4) energy conservation; and (5) solar energy. The next four sections provide experiments dealing with solar energy, insulation to conserve energy, wind to produce energy, and water to produce energy. Procedures and instructional strategies are provided when applicable. (JN)

ED 249 098 SE 045 112

Chang, Ping-Tung
An Overview of Basic Facts, Computation with Whole Numbers, and Estimation in the Elementary School of Taiwan, Republic of China.
Laredo State Univ., TX.
SPONS. AGENCY- Pacific Cultural Foundation (Republic of China).
PUB DATE- 25 Aug 84
NOTE- 22p.; Paper presented at the International Congress on Mathematical Education (5th, Adelaide, Australia, August 25, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Computation; Course Objectives; Elementary Education; *Elementary School Mathematics; Estimation (Mathematics); Geometric Concepts; *Mathematics Instruction; Measurement; Number Concepts; *Teaching Methods; Units of Study; Whole Numbers
IDENTIFIERS- *Taiwan

This paper anlyzes the new elementary school mathematics curriculum materials being implemented in Taiwan. A list of objectives involving whole numbers is given for each semester in grades 1 through 5, with the time noted for each unit. Improved teaching methods, the use of the abacus and of technology, the roles of problem solving and estimation, and the importance of hands-on experiences are each discussed. (MNS)

ED 249 112 SE 045 126

Our World of Water. A Spring Program for Fifth Graders.
Jackson Community Coll., MI. Dahlem Environmental Education Center.

SPONS. AGENCY- Department of Education, Washington, DC. Inst. of Museum Services.
PUB DATE- 83
NOTE- 45p.
GRANT- G008103172
AVAILABLE FROM- Dahlem Environmental Education Center, Jackson Community College, 7117 South Jackson Rd., Jackson, MI 49201.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary School Mathematics; Elementary School Science; *Environmental Education; *Field Trips; Grade 5; Interdisciplinary Approach; Intermediate Grades; Language Arts; *Learning Activities; Outdoor Activities; Science Activities; Social Studies; *Water; *Water Pollution; *Water Resources

This instructional packet is one of 14 school environmental education programs developed for use in the classroom and at the Dahlem Environmental Education Center (DEEC) of the Jackson Community College (Michigan). Provided in the packet are pre-trip activities, field trip activities, and post-trip activities which focus on water in the built and natural environments. Strategies for using these activities with fifth grade students are also provided. The pre-trip activities focus on the variety and significance of water resources, the water cycle, and animals at a pond. These areas are reinforced during indoor and outdoor activities conducted during a field trip at the DEEC. These activities (and lists of formal and non-formal field trip objectives) are provided in a separate field trip guide. The post-trip activities include studies of pollution, pollution problems, and pond pollution. A simulation of a river commission and an activity designed to allow students to express their feelings for ponds are included. Because of the interdisciplinary nature of the topic, the activities can be used in science, social studies, mathematics, and language arts curricula. (JN)

ED 248 829 IR 011 278

McDermott, Steven; Medhurst, Martin J.

Leisure and Functional Reasons for Subscribing to Cable Television.

PUB DATE- May 84

NOTE- 17p.; Paper presented at the Annual Meeting of the International Communication Association (San Francisco, CA, May 1984).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Cable Television; *Leisure Time; *Mass Media; Programing (Broadcast); *Purchasing; *Recreational Activities; Television Research; *Television Viewing; Use Studies

To investigate the integration of new communications technology into existing patterns of leisure, a functional research model must be combined with a paradigm based on leisure time and the economical use of such time. A survey of 273 Davis, California, residents investigated the relationship between the desire to subscribe to cable television (CATV) and time utilization, leisure activities, utility and uses of television, and perceived advantages and disadvantages of television. Forty-one percent of the respondents indicated that they would subscribe to CATV once it was offered. CATV was considered an addition to current outside activities and not necessarily as a substitute for them. Heavy users of overall media were less likely to subscribe than those who were not. Heavy users of broadcast media (television and radio) were not more likely to subscribe than light users, and heavy users of print media were less likely to subscribe. Although economy of leisure per se appears to have little relationship to cable television subscription, economy and the perceived function of media use does appear related. Footnotes cite 14 references. (LMM)

ED 248 372 IR 011 326

Advisory List of Computer-Related Materials.

North Carolina State Dept. of Public Instruction, Raleigh. Div. of Educational Media.

PUB DATE- Sep 83
NOTE- 10p.
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Audiotape Recordings; Audiovisual Aids; Book Reviews; *Computer Literacy; *Computer Science Education; *Educational Media; Filmstrips; High Schools; *Instructional Materials; Intermediate Grades; Junior High Schools; Programing; Secondary Education; Workbooks
IDENTIFIERS- Computer Games

Materials appropriate for instruction in the use of computers in the intermediate grades, junior high schools, and high schools are listed in this advisory list by type of media: activity cards; books; books (for teacher use); books (supplementary texts); book (workbook); book (workbook) with disks; filmstrips (sound); kit (including disks, guide and workbooks, transparencies, and posters) and recordings (cassette tapes). Each entry includes citation, format, price, publisher or producer, grade level, and annotation. Entries in the list were selected from those materials submitted by publishers and producers which received favorable reviews by educators. A directory of publishers and producers is included. (THC)

ED 248 888 IR 011 364

Dozier, David M.; Hellweg, Susan A.
Consumer Age as a Predictor of Videotex Adoption.
PUB DATE- May 84
NOTE- 24p.; Paper presented at the Convention of the International Communication Association (San Francisco, CA, May 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adoption (Ideas); *Age Differences; *Cable Television; *Computers; Mass Media; Media Research; *Purchasing; Technological Advancement; *Videotex

Two studies are reported that tested the effects of age with the predisposition to adopt videotex services. The first study, conducted in April 1982, consisted of 478 telephone interviews of Cox Cable subscribers in San Diego. The second study, conducted in summer 1982, consisted of face-to-face interviews with 107 respondents, selected through random digit dials of households in the San Diego Standard Metropolitan Statistical Area. Interviews for the second study were conducted after respondents were exposed to a half-hour demonstration of a working videotex system in a laboratory. The potential effects of three potential intervening variables--automated teller machine usage, prior "hands-on" computer experiences, and Home Box Office subscription status--were controlled. A strong, linear, negative relationship between consumer age and predisposition to adopt videotex services in both studies was found which was independent of the three variables. (Author/LMM)

ED 249 069 SE 045 074

Endangered Species. Issue Pac.

Fish and Wildlife Service (Dept. of Interior), Washington, D.C.

PUB DATE- 84

NOTE- 30p.; Poster has not been filmed due to size. For other packets in this series, see SE 045 073-078.

AVAILABLE FROM- National Institute for Urban Wildlife, 10921 Trotting Ridge Way, Columbia, MD 21044 ($5.00). Packet includes poster.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Ecology; *Endangered Species; *Environmental Education; Federal Legislation; Intermediate Grades; Junior High Schools; *Learning Activities; Marine Biology; Outdoor Activities; Role Playing; Wildlife; *Wildlife Management

The materials in this educational packet are designed for use with students in grades 4 through 7. They consist of an overview, three lesson plans and student data sheets, and a poster. The overview presents the history, causes, and present state of species endangerment and a review of legislation by Congress designed to protect threatened or endangered plants and animals. A glossary and list of reference materials are included. The lesson plans provide a list of learning outcomes, instructional strategies, a list of materials needed, and a quiz (with answers). The activities in the lessons focus on: (1) critical habitats and habitat protection; (2) a community's role in addressing the problems of protecting an endangered species; and (3) the threatened and endangered species in the student's particular state. The poster presents a composite photograph of the hawksbill sea turtle, showing how it is threatened by destruction of nesting beaches and by trade in ornaments made from its shell. An additional crossword puzzle activity is provided on a separate "student page". (JN)

ED 249 083 SE 045 089

Science and Technology Data Book.

National Science Foundation, Washington, D.C. Div. of Science Resources Studies.

PUB DATE- Oct 83
NOTE- 49p.; Source notes/footnotes are in small print; color contrasts in graphics may not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Degrees (Academic); Employment; Engineering; Engineers; *Expenditures; Federal Aid; Graduate Students; Higher Education; *Industry; Labor Force; Labor Supply; Patents; *Research and Development; *Sciences; Scientists; *Technology

This pocket guide presents data on research and development (R&D) funding, human resources, and international science and technology (S&T) indicators. Among the R&D funding data provided are: national R&D funding by source and performer; federal R&D obligations by agency and character of work; industrial expenditures by sources of funds and character of work; and academic R&D expenditures by source (FY 1984), by field (FY 1982), and by character of work. Data on human resources include: employed scientists and engineers by field (1982), sector (1983), primary work activity (1982), and highest degree (1982); females and racial minorities in the S&T work force; retention rates; and supply as represented by degrees awarded in all science and engineering fields and by full-time graduate students in doctorate-granting institutions. Data on international S&T indicators include: scientists and engineers engaged in R&D per 10,000 labor force by country; R&D/GNP (gross national product) by country; nondefense R&D/GNP; United States patents granted to inventors from selected countries by year of grant and country of inventor; U.S. international transactions in royalties and fees; U.S. trade balance in R&D-intensive manufactured produce groups; and U.S. scientific and technical (S/T) publications as a percent of all S/T publications. (JN)

Signs of Fall. A Fall Activity Packet for Pre-School.
Jackson Community Coll., MI. Dahlem Environmental Education Center.
SPONS. AGENCY- Department of Education, Washington, DC. Inst. of Museum Services.
PUB DATE- 82

NOTE- 30p.
GRANT- G008103172
AVAILABLE FROM- Dahlem Environmental Education Center, Jackson Community College, 7117 South Jackson Rd., Jackson, MI 49201.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Elementary School Mathematics; *Elementary School Science; *Environmental Education; *Field Trips; Interdisciplinary Approach; Language Arts; *Learning Activities; Outdoor Activities; Preschool Education; Science Activities; *Sensory Experience; Sensory Training; Skill Development; Tactual Perception
IDENTIFIERS- *Seasons

This instructional packet is one of 14 school environmental education programs developed for use in the classroom and at the Dahlem Environmental Education Center (DEEC) of the Jackson Community College (Michigan). Provided in the packet are pre-trip activities, field trip activities, and post-trip activities which focus on the characteristics of the fall season. Strategies for using these activities with preschool children are also provided. The pre-trip activities focus on exploring with the senses (touching, smelling/tasting, seeing, and hearing) and exploring colors, sizes, shapes, and the seasons. Four activity sheets and a letter to parents explaining the purpose of the program are included. The post-trip activities provide children with experiences related to seriation, counting, matching, and thinking about future seasons. A list of formal and non-formal objectives and instructions for both indoor and outdoor field trip activities at the DEEC are provided in a separate field trip guide. (JN)

ED 248 731 HE 017 091

VanderWaerdt, Lois
Affirmative Action in Higher Education: A Sourcebook.
REPORT NO.- ISBN-0-8240-9313-5
PUB DATE- 82
NOTE- 264p.
AVAILABLE FROM- Garland Publishing, Inc., 136 Madison Avenue, New York, NY 10016 ($42.50).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Books (010) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Guides; *Affirmative Action; Bibliographies; Check Lists; College Faculty; *Compliance (Legal); Data Collection; *Employment Practices; Federal Legislation; *Federal Regulation; *Government School Relationship; Grievance Procedures; *Higher Education; Information Needs; Personnel Policy; Teacher Employment
IDENTIFIERS- Search Committees

A comprehensive guide to the implementation of affirmative action in colleges and universities is presented. Information is provided on the preparation of an affirmative action plan subject to review by the federal Office of Contract Compliance. Attention is directed to qualifications for staffing affirmative action offices; procedures for hiring faculty and staff; collection, development, and analysis of data; procedures for resolution of grievances; and programs designed to improve the quality of campus life for members of protected groups. Appendices include: a summary of major federal laws and regulations affecting higher education; a glossary; annotated bibliography; citations and summaries of key cases; an index to affirmative action forms, procedures, and guidelines; a flow chart for faculty hiring; codes and a list of reasons for nonselection; an index to guidelines for search committees and a checklist for the search committee; sample demographic data cards for job applicants; an administrative approval form and instructions; a record card for part-time academic staff; an employment application form; guidelines concerning sexual harassment; information on types of disabilities; and procedures for successful affirmative action programs. (SW)

ED 248 744　　HE 017 602

Corporate Support of Higher Education, 1982.
Council for Financial Aid to Education, New York, N.Y.
PUB DATE- Jan 84
NOTE- 45p.
AVAILABLE FROM- Council for Financial Aid to Education, Inc., 680 Fifth Avenue, New York, NY 10019 ($6.00 prepaid).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110)
DESCRIPTORS- Business Cycles; *Donors; Economic Factors; *Higher Education; Income; *Industry; National Surveys; *Philanthropic Foundations; *Private Financial Support; *School Business Relationship
IDENTIFIERS- *Corporate Support

Results of the Council for Financial Aid to Education's 1982 survey of 534 companies providing financial support to higher education are summarized. Attention is directed to: national trends in corporate pretax net income and contributions; inflation; corporate support in relation to total voluntary support and institutional expenditures; the distribution and types of corporate contributions; foundation cash flow by industry; changes in market value of corporate foundation assets by industry; comparative ranking of educational support by industry; total support of education in relation to worldwide pretax net income and assets; and contributions by manufacturing companies. Findings include the following: corporate support of education in 1982 rose 20.4 percent above the 1981 level; total corporate contributions rose 13.4 percent in 1982; contributions by company foundations exceeded receipts, but shortfalls were more than covered by earnings on foundations' assets; gifts of company products and in-kind items comprised almost 11 percent of total contributions; education support between 1977 and 1982 increased an average 29.9 percent each year from manufacturing companies, 26.1 percent from nonmanufacturing companies; and matching gifts continued to climb. (SW)

ED 248 758 HE 017 622

Sumler, David E., Ed.

The Faculty Role in Campus Governance. Proceedings of a Statewide Conference in Maryland (Catonsville, Maryland, October 1983).

Maryland State Board for Higher Education, Annapolis.; Maryland Univ., College Park. Inst. for Research in Higher and Adult Education.

PUB DATE- 20 Oct 83

NOTE- 84p.; Portions may be marginally legible due to small print.

AVAILABLE FROM- University of Maryland, Institute for Research in Higher and Adult Education, College Park, MD 20742.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Administrator Attitudes; Administrator Selection; Budgeting; College Administration; *College Faculty; College Planning; *Governance; Higher Education; Long Range Planning; *Participative Decision Making; Questionnaires; Retrenchment; *State Surveys; Teacher Attitudes; *Teacher Role

IDENTIFIERS- *Maryland

Proceedings of a conference in Maryland on the faculty role in college governance are presented. A survey was conducted in 1982 to discover how faculty members at Maryland colleges and universities contribute to decision-making on their individual campuses. Following the survey, the statewide conference was held to discuss the results. The survey identified some significant differences between administrative and faculty view as to appropriate faculty roles in different types of decision-making. The proceedings provide a keynote address, detailed report and analysis of the survey results, and summaries of group discussions. The titles and authors of conference presentations are as follows: "The Control of the Campus: A National Issue" (Ernest L. Boyer); "Perceptions and Practice: A Maryland Survey on Governance" (Robert O. Berdahl and Stewart Edelstein); "Faculty Involvement in Retrenchment" (James M. Nickell); "Administrative Appointments" (L. Benita Mackie); "Curriculum Decisions" (James E. Bell); "Campus Budget Decisions" (Hugh Graham); and "Long-Range Planning" (Horace Judson). Appended are the survey instrument and a tabular report of responses to questions. (SW)

ED 248 772 HE 017 637

McCullagh, James G.
Field Practica: An Appraisal of One BSW Program.
PUB DATE- Sep 84
NOTE- 20p.; Revision of a paper presented with Paul Raffoul at the Annual Program Meeting of the Council on Social Work Education (Ft. Worth, TX, March 13-16, 1983).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Persistence; *Bachelors Degrees; *Clinical Experience; College Graduates; College Students; *Education Work Relationship; Higher Education; Internship Programs; Models; *Practicums; Professional Education; *Social Work; Student Attitudes

A model of field instruction for bachelor of social work (BSW) students was studied. Objectives were: to examine selected agency indicators of practica satisfaction, determine the extent of integration between field practica and other social work courses, ascertain the contribution of the social work curriculum in preparing students for their first social work position, and determine the role of field practica satisfaction as it relates to retention of BSW students and recent graduates. The study sample consisted of 86 juniors and seniors majoring in social work and 101 BSW graduates for the years 1977 to 1980 from one social work program. The majority of respondents were white, female, Kentucky residents, and 22 years old at time of graduation. The questionnaire focused on: career choices, program satisfaction, extent of satisfaction with social work course preparation for work, demographic and academic information, and practica experiences including level of responsibility of agency assignments, significance of agency assignments, satisfaction with placement for learning needs, frequency of supervisory conferences, and extent of effective integration of practica with other social work courses. The model of field instruction utilized the organizing framework of teaching-learning centers. (SW)

ED 248 786 HE 017 651

Lyons, Paul, Ed.; And Others
Foundation for Strategic Choices for Frostburg State College. A Report of the Findings of the College's Marketing Task Force.
PUB DATE- May 83
NOTE- 71p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Persistence; *Change Strategies; *College Planning; Educational Objectives; Educational Quality; Enrollment Trends; Higher Education; Improvement Programs; *Marketing; School Holding Power; *State Colleges; *Student Recruitment
IDENTIFIERS- Exit Interviews; *Frostburg State College MD

Strategies and action programs for Frostburg State College are proposed to promote student recruitment, educational quality, and student retention. Data are provided to illustrate the decline in the numbers of traditional college students. Seven assumptions in making enrollment projections are also presented. Recommendations are presented in the form of action plans (strategies and tactics) for the areas of recruitment, quality, and retention. For each action program, information is provided on: the target market, needs assessment, market goal, tactics, completion date, office responsible, actions planned, success indicators, and cost. Goals and plans concerning educational quality (knowledge, values, and cognitive skills) are also identified. Objectives of action programs include: develop a college marketing committee and a marketing consultant, create an alumni recruiter network for selected schools in Maryland, target recruitment to high school juniors and seniors, use faculty for recruitment, expand public relations efforts, expand a program for talented and gifted students, make course offering available to part-time adults, establish a peer advising center, expand the honors program, expand individual tutoring, and implement exit interviews and surveying of dropouts. Findings of a retention study are appended. (SW)

ED 248 800 HE 017 666

Brazziel, William F.

Moderating Enrollment Shortfalls through Increased Adult Participation in College: Problems in Estimation.

PUB DATE- Apr 84

NOTE- 10p.; Paper presented at the New England Conference on Continuing Education (Boston, MA, April 1984).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Adult Students; Change Strategies; *College Attendance; Continuing Education; Credit Courses; *Declining Enrollment; *Enrollment Projections; Higher Education; Nontraditional Students; *Predictive Measurement

Problems of estimating college enrollments are addressed, with attention to shortfalls caused by smaller cohorts of traditional students and attempts to enroll adult students. Emphasis is placed on student credit hours (SCH) generated and on participation rates of adults. Full-time equivalency is defined as 24 SCH per student. Adult enrollment is defined as students 25 years and over in all categories of degree-credit instruction. Predictions based on a state population base are discussed, along with calculations at individual institutions. Data for a state are presented that indicate that an effort to increase the participation rates of adults will be necessary to increase the extent to which shortfalls can be moderated. Increasing the number of SCH per adult would also help in this effort but it may not be possible to increase it over 10 credits a year per student. Increasing participation rates will be an effective approach. The shortfalls in regular students have been gradual over the past few years, but beginning in 1983 a greater decline will be apparent. Another jolt will occur in 1990 when another large decline in freshmen will be apparent. (SW)

ED 248 815 HE 017 685

Brouder, Kathleen
The College Cost Book, 1984-85. Fifth Edition.
College Entrance Examination Board, New York, N.Y. Coll. Scholarship Service.
REPORT NO.- ISBN-0-87447-187-7
PUB DATE- 84
NOTE- 348p.
AVAILABLE FROM- College Board Publications, Box 886, New York, NY 10101 ($10.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110) Speeches, Conference Papers, "Papers Presented at..." (150) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- College Bound Students; *Eligibility; Family Income; *Federal Aid; Higher Education; *Need Analysis (Student Financial Aid); Noninstructional Student Costs; *Parent Financial Contribution; Private Financial Support; School Surveys; State Aid; *Student Costs; *Student Financial Aid; Student Loan Programs; Tuition
IDENTIFIERS- Bureau of Indian Affairs; *College Costs; College Work Study Program; Guaranteed Student Loan Program; National Direct Student Loan Program; Pell Grant Program; Reserve Officers Training Corps; Supplemental Educational Oppurtunity Grants

Expenses at 3,500 colleges, universities, and proprietary schools are identified, and information is presented on applying for student financial aid and on estimating financial need. Recent changes in federal aid programs and eligibility requirements are also outlined. In considering the cost of college, the following areas need to be addressed: tuition and fees, books and supplies, room and board, personal expenses, transportation, and a total expense budget. Financial aid sources are examined, including: Pell grants, Supplemental Educational Opportunity Grants, National Direct Student Loans, College Work-Study Program, Reserve Officer Training Corps, Bureau of Indian Affairs, state government programs, veterans' education benefits, and help from private student aid sources. The financial aid form and other need analysis documents are explained. Additional topics include: strategies for stretching one's resources, reducing the time involved in earning a degree, reducing indirect costs, prepayment plans, strategies for working one's way through college, and responsible borrowing. Appended materials include: student expenses by institution, a glossary, worksheets, sources of information about state grant and federal loan programs, and institutions listed alphabetically. (SW)

ED 248 844   IR 011 293

Allen, Anthony James

Computer Courses for Adults (Anxious Human Meets Computer). A Resource Book for Instructors.

International Council for Computers in Education, Eugene, Oreg.

PUB DATE- Jun 84
NOTE- 115p.; Master of Science Thesis, University of Oregon.
AVAILABLE FROM- International Council for Computers in Education, 1787 Agate Street, Eugene, OR 97403 ($10.00 per copy).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Master Theses (042) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Research/Technical (143)
DESCRIPTORS- *Adult Education; Change Strategies; *Computer Oriented Programs; *Computers; Delivery Systems; Learning Processes; *Program Implementation; Student Attitudes; *Student Characteristics; *Teaching Methods

Practical assistance for adult educators is offered in this four-part document, which outlines the present status of adult education, particularly with regard to courses about computers, and discusses an approach for improving the situation. Important considerations in the improvement of adult education are discussed, including the conditions of learning, characteristics of adult learners and adult education, the effects of anxiety and attitude on learning, and the structure of change. A summary of reactions and recommendations gathered through personal interviews includes suggestions from adult students, instructors, and theoreticians. The remainder of the document is a handbook for instructors and contains a collection of ideas on the preparation, delivery, and post-delivery phases of instruction. Suggestions are included for the following times: one or two months, a week, and an hour before the course begins; as students arrive for the first meeting; the first 15 minutes, first hour or so, and the first and last few minutes of the first meeting; the first few class meetings; the final class meeting; and after the course concludes. Appendices contain lists of individuals interviewed, instructors and courses observed, and a 32-item bibliography. (LMM)

ED 248 858 IR 011 307

Taitt, Kathy
TLC for Growing Minds. APPLE II Programming Manual, Volume 2.
REPORT NO.- ISBN-0-88193-002-4
PUB DATE- 29 Feb 84
NOTE- 64p.; For related documents, see IR 011 306-311, IR 011 314-316, and IR 011 318-319. This manual is also available for TRS-80, IBM PC, Commodore 64, PET, ATARI, TI-99/4A, and VIC-20.
AVAILABLE FROM- Creative Learning Association, Inc., RR#4, Box 330, Charleston, IL 61920 ($9.95 per copy; quantity discounts available).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; *Computer Graphics; *Computer Science Education; Computer Software; Elementary Secondary Education; Input Output Devices; Instructional Materials; *Learning Activities; Mathematics; *Microcomputers; Problem Solving; *Programing; Programing Languages
IDENTIFIERS- Apple II; *BASIC Programing Language

Designed to improve students' thinking, learning, and creative skills while they learn to program a microcomputer in BASIC programing language, this instructional manual for beginning learners provides a brief section of information for each new topic together with a sample program to enter, run on the computer, and observe; a suggested change to clarify the principle being taught, and a challenge requiring use of the new principles. Each chapter includes a review. A discussion of input procedures describes string variables and use of the commands INPUT, SPEED, INVERSE, NORMAL, and FLASH. Additional topics include arrays and string arrays, time delay, and the commands REM, FOR-NEXT, and STEP. An explanation of the creation of graphics covers the use of the commands PLOT X, Y; GR; TEXT; COLOR; COLOR=0; HLIN; and VLIN. The following math operations on the computer are also explained: add, subtract, multiply, divide, and raise to the power. Reference charts summarize commands and math symbols and their functions. Separate color coded project books for elementary, junior high, and high school/adult students are available for this manual. (Author/LMM)

ED 248 903 IR 050 855

Cooper, Jane
Decision Making Processes in British and Canadian University Libraries.
PUB DATE- Jan 84
NOTE- 71p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Budgeting; College Libraries; Comparative Analysis; *Decision Making; Foreign Countries; Higher Education; *Library Administration; Library Automation; *Library Personnel; *Management Teams; Participative Decision Making; *Policy Formation
IDENTIFIERS- Canada; Great Britain

This study describes and analyzes the involvement of library and university groups and individuals in arriving at major library decisions concerning budgeting, automation, policy making, and operational issues in 12 selected university libraries. Site visits, interviews, and questionnaires were used to compare the decision making roles of university library committees, chief librarians, senior library staff groups, library councils, committees and task forces, and professional librarians in British libraries with those in Canadian libraries over a period of 2 years (1981-1983). An assessment of the management styles and environments of the institutions is included. While the decision making processes in the libraries of both countries were found to be similar in structure and operation, committees in the British institutions appeared to plan a more dominant managerial role than their Canadian counterparts. The influence of library-wide decisions by non-managerial librarians was perceived to be fairly minimal, even though a great variety of staff groups and task forces existed in the libraries of both countries. A prescription for an effective decision making structure based on the more successful processes identified in the study concludes the report. A bibliography, samples of letters used, the questionnaire, and a list of participating libraries are among the many appendices included. (Author/THC)

ED 248 917 JC 840 501

Blair, Brittain A.

A Feasibility Study to Assess Alternative Energy Program Development Potential at the Community College Level, October 1, 1983-June 30, 1984. Final Report.

Southeastern Illinois Coll., Harrisburg.

SPONS. AGENCY- Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.

PUB DATE- 30 Jul 84

NOTE- 100p.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Alternative Energy Sources; *Associate Degrees; Community Colleges; *Educational Needs; *Employment Patterns; Employment Projections; *Energy Occupations; Labor Market; Needs Assessment; Program Descriptions; Program Development; Questionnaires; Surveys; *Technical Education; Two Year Colleges

In 1983-84, a feasibility study was conducted to determine the viability of establishing a comprehensive alternative energy technology program at Southeastern Illinois College (SIC). The study involved an examination of a number of exemplary associate degree programs in alternative energy, through on-site visits and telephone surveys; a survey of business and industry representatives to determine the current and projected labor market for employees with varying degrees of alternative energy skills and knowledge; and a survey of SIC student interest in enrolling in alternative energy-related workshops, courses, and programs at the college. Selected findings included the following: (1) solar and alternative energy education programs have had a difficult time keeping up with the industry; (2) job market demand for employees with associate degrees in solar technology was not strong; (3) most existing programs were experiencing declining enrollment and recruitment difficulties; (4) although difficult to quantify, there were clearly jobs opening in the alternative energy technology, energy management, and energy conservation areas; (5) the jobs in the energy field were and were projected to be in much more diversified areas than had been predicted a few years previously; and (6) less than half of the students surveyed were interested in one- or two-year degree programs in the field. Based on study findings, it was recommended that the SIC alternative energy program be started as part of an existing program. Questionnaires and program descriptions are included. (LAL)

Birch, Derek W.; Cuthbert, R. E.
Resource Utilisation Performance Indicators in the Public Sector of Higher Education, or Never Mind the Technique Feel the Structure. Coombe Lodge Information Bank Number 1450.
Further Education Staff Coll., Blagdon (England).
PUB DATE- Dec 79
NOTE- 20p.; Paper presented at the Annual Conference of the Society for Research into Higher Education (December, 1979).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Education; *College Administration; *Continuing Education; Educational Quality; *Financial Policy; Financial Problems; Postsecondary Education; *Resource Allocation; *Teacher Student Ratio
IDENTIFIERS- *Great Britain

A discussion is presented of the process of resource allocation and the use of performance indicators in public sector higher education in Britain. First, background is presented on the method of providing resources to institutions of advanced further education (AFE) and non-advanced further education (NAFE) on the basis of pooled recurrent expenditures and the distribution of funds according to categories of work and student-staff ratios. Next, the operation of the student-staff ratio is explained, and the tendencies arising from established rules regarding ratios are highlighted. This section outlines the inherent conflict in the system of assigning resources on the basis of student-staff ratios, indicating that successful performance for a college administration committed to constraining public expenditure would be to enroll as many students as possible, teach them for as few hours as possible in large classes, and make instructors teach the maximum number of hours permitted by their conditions of service. Alternatively, the self-interest of administrators and faculty would dictate the enrollment of as many students as possible in courses at as high an academic level as possible, and to teach students for the most hours in the smallest classes possible. The discussion of resource allocation is then placed in the context of the traditional management control model and an alternative model based on political negotiation and control. Finally, the limitations of an all-embracing performance criteria in higher education are articulated. (HB)

ED 248 945 JC 840 550

Chancellor's Report. Board Financial Aid: A Preliminary Report.

California Community Colleges, Sacramento. Office of the Chancellor.

PUB DATE- Oct 84

NOTE- 7p.; Part of the Chancellor's Report presented to the Board of Governors of the California Community Colleges (Long Beach, CA, October 25-26, 1984). For another portion of the report, see JC 840 549.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Community Colleges; *Educational Trends; *Enrollment Trends; Personnel Needs; Program Effectiveness; State Surveys; *Statewide Planning; *Student Financial Aid; *Student Needs; Two Year Colleges

IDENTIFIERS- *California

In September 1984, the Office of the Chancellor for California Community Colleges conducted a telephone survey to determine whether patterns in student aid delivery were related to patterns of enrollment change. A sample of 31 colleges were questioned regarding their utilization of the Board's Finance Assistance Program, financial aid staffing and aid administration, numbers of financial aid applicants and recipients compared to the previous year, public information, and deferral policies. The colleges surveyed enrolled 369,407 students in fall 1983, and awarded 11,593 Board Grants, 10,163 waivers, and 886 fee credits. If these award levels are taken at face value, Board Grants were awarded at 60% of the expected number, waivers at 38%, and credits at only 3%. The study also revealed: (1) in 19 of 31 colleges, financial aid applications broadly reflected enrollments; (2) of the 10 colleges which administered the waiver and fee credit programs in the offices of admissions and records, only 1 showed financial aid application increases; (3) colleges reported particular difficulties in administering Board financial aid; (4) public information efforts appeared to have been strong in many districts, but weak in others; and (5) given the continuation of staffing, public information, and state operational support at current levels, it was projected that the state financial aid objectives might not be met. Policy implications of study findings are discussed. (LAL)

ED 248 959 PS 014 556

Portes, Pedro R.

Longitudinal Effects of Early-Age Intervention on Family Behavior: Understanding the Role of Social Class and Ethnicity on Adolescent Scholastic Achievement.

PUB DATE- Apr 84
NOTE- 36p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Adolescents; Discipline; Intervention; *Language Styles; Low Income Groups; *Mothers; *Parent Child Relationship; Parent Education; *Preadolescents; *Preschool Education
IDENTIFIERS- Communication Strategies; *Dyadic Interaction Analysis; Project Know How

As part of long term research on the effects of a small, yet intensive, early-age intervention, this study examined the family communication style of 54 mother-child dyads and the scholastic perfomance of the target children. The 19 experimental dyads were of low socioeconomic status and had participated in Project Know How. In this project, children attended a DARCEE program 4 hours a day, 5 days a week, for 2 years and were stimulated by trained staff through verbalization and concept development activities. Their mothers were trained in health, nutrition, and child development skills and were subsequently hired to work in the project. The experimental dyads were compared 10 years later with control dyads of both low and middle socioeconomic status. The communication style of families was assessed through the analysis of parent-child behaviors observed during a semistructured home interview involving the resolution of common parent-child problems. Communication style was found to be a strong predictor of student performance. Early-age intervention was not found to improve student performance as measured by the California Test of Basic Skills, although it was found to develop a more active and participatory communication style. These results were considered in terms of effects on scholastic achievement usually associated with social class and ethnicity, and in terms of current theories about the primacy of linguistic knowledge in cognitive development. (Author/CB)

ED 248 973 PS 014 587

Garbarino, James
Can American Families Afford the Luxury of Childhood?
PUB DATE- May 84
NOTE- 35p.; Paper presented at the National Conference on Latchkey Children (Boston, MA, May 17-18, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Childhood Needs; Child Neglect; Day Care; *Economic Factors; Employed Parents; Employed Women; *Family Problems; Quality of Life; Research Needs; *Social Change; Social Class; Social Differences; Socialization; *Social Problems
IDENTIFIERS- *Hurried Childhood; *Latchkey Children

This paper examines the ability and inclination of contemporary American family systems to allocate resources on a child-centered rather than an adult-centered basis. Specifically, the discussion considers whether the changing economic context of family life results in placing inappropriate demands for maturity upon children--albeit differently for affluent and low income families. The latchkey child phenomenon provides an illustrative case study of this issue. The increasingly "monetarized" nature of family households generates an internal economic climate in which children often appear to offer the only degree of freedom in allocating family resources. One result is pressure for a rapid assumption of self-care responsibilities. This analysis suggests two research questions. First, what is the life-span value of childhood as it has evolved culturally in the modern era? Second, to what extent are children being deprived of childhood in the name of the financial and psychic needs of parents? These lines of inquiry will illuminate the basic issue of whether or not childhood as we have known it at its best has become an unaffordable luxury for increasing numbers of American parents. (Author/RH)

ED 248 987 PS 014 614

Competencies in Early Childhood Education.

British Columbia Dept. of Education, Victoria.

PUB DATE- 79

NOTE- 77p.

AVAILABLE FROM- Ministry of Education, Publication Services Branch, 878 Viewfield Road, Victoria, British Columbia, V9A 4VI Canada ($6.00).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- Beginning Teachers; *Child Caregivers; *Competency Based Teacher Education; *Curriculum Development; Day Care; *Early Childhood Education; Foreign Countries; Higher Education; Preschool Education; Supervisor Qualifications; *Teacher Certification

IDENTIFIERS- *British Columbia

Developed at the request of the Community Care Facilities Licensing Board, this document describes in detail the outcomes, in terms of student performance, of an early childhood education program for colleges and institutions in British Columbia, Canada. These competencies represent the organizational, evaluative, decision-making, and manipulative skills required of early childhood educators in the field; not, however, the theory and knowledge that must also be acquired in order to perform these functions capably. These competencies specify the functions that must be carried out with a group of children in any preschool or day care setting and form the basis for evaluating the student. Most of the competencies are to be met by the completion of an initial classroom experience combined with field experience, while others are competencies necessary for a preschool supervisor. These advanced competencies are to be acquired through at least a year's work experience and continuing education programs. Competencies are organized into nine general areas: (1) knowing the individual child, (2) program planning, (3) guiding and caring for children, (4) health, (5) communications, (6) interpersonal skills, (7) interacting with families, (8) administration, and (9) professional conduct and attitude. General guidelines for program admission are also described, and a chart of the competencies is appended. (Author/CB)

Education of Migrants and Their Families.

PUB DATE- 84
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Culture Contact; *Educational Policy; Elementary Secondary Education; Enrollment; Females; Foreign Countries; Foreign Students; *Government Role; Migrant Adult Education; *Migrant Education; Migrants; Multicultural Education; Native Language Instruction; Racial Discrimination; Teacher Education; Vocational Education
IDENTIFIERS- *Europe

The bulletin is an overview of events and developments in policy regarding the education of migrants and their families, as reflected in the press, periodicals, and ministerial press releases of Europe. The bulletin contains abstracts of actions taken in the European community, the European Parliament, the Council of Europe, Belgium, Denmark, Germany, France, Greece, Ireland, Italy, Luxembourg, the Netherlands, and the United Kingdom. The actions involved the implementation of directives, the European Social Fund, mother tongue and mother culture projects, the status of women, training on return to the country of origin, intercultural education, rights of foreigners, foreign student legislation, enrollments, vocational training, teacher training, reception classes, government policy, and racial discrimination. (SB)

ED 249 015 RC 014 923

Indian Resource Development. Annual Report 1982-1983.
New Mexico State Univ., Las Cruces.
PUB DATE- 83
NOTE- 92p.; For the Annual Report for 1981-1982, see ED 231 601. Partially funded by an extension of a W. K. Kellogg grant in 1982.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *American Indian Education; American Indians; *Career Guidance; College School Cooperation; Engineering; Financial Support; Higher Education; High School Students; Human Resources; Internship Programs; *Labor Force Development; Leadership Training; Natural Resources; Program Development; *School Holding Power; Secondary Education; Self Determination; Seminars; *Student Recruitment; Summer Programs; Tribes; *Work Experience Programs
IDENTIFIERS- *Indian Resource Development Program

During the 1982-83 fiscal year, Indian Resource Development (IRD) continued to work to fulfill its mission of assisting Indian tribes to gain effective control and management of the development of their natural resources by providing a cadre of educated and experienced Indian people to fill technical and management positions. Headquartered at New Mexico State University (NMSU), IRD works with Indian students and tribes throughout the state by encouraging the students to attend the university of their choice and major in natural resource related fields such as agriculture, veterinary medicine, forestry, fish and wildlife, geosciences, physical sciences, computer science, engineering, economics, statistics, management, or business. The annual report covers: recruitment and retention; student services (financial aid information and retention services); cognitive development; high school orientation (staff, student recruitment and selection, assessment, learning skills, special events, program evaluation); work experience for students; business (seminar, trust and real property management); College of Engineering at NMSU, Native American Program at UNM; agriculture; contacts (colleges and universities, Indian tribes, organizations and companies, government entities, and support); and institute development (the conversion of IRD to a stand alone unit under the College of Agriculture, funding, Indian advisory committee). Appendices include information material distributed, form letters, letters of support, and lists of student participants. (ERB)

ED 249 029　　　　　　　　　　　　RC 014 985

More, Arthur J.
Native Teacher Education: A Survey of Native Indian and Inuit Teacher Education Projects in Canada.
British Columbia Univ., Vancouver. Faculty of Education.
PUB DATE- Feb 81
NOTE- 76p.; Published by the Canadian Indian Teacher Education Projects (CITEP) Conference. A revision of Native Teacher Education: A Survey of Native Indian Teacher Education Projects in Canada (1979).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *American Indian Education; *Canada Natives; *Course Content; *Eskimos; Foreign Countries; Higher Education; Preservice Teacher Education; Program Descriptions; *Teacher Education Programs
IDENTIFIERS- *Canada

Thirteen Native Indian and Inuit (Eskimo) teacher education projects in Canada were surveyed to provide for better understanding, to facilitate the exchange of ideas, and to assist new projects, Indian organizations, government officials, funding agencies, and researchers. The survey format, completed by program staff, encompasses: (1) basic information such as names of programs, their directors, and student representatives, if any; (2) general description including type of curriculum and diploma requirements; and (3) detailed description, listing objectives, statistical features, course offerings and requirements, student teaching experiences, and program support services. Other categories covered are governance, which may include administrative and advisory features, staffing, including job responsibilities, admission requirements, funding, number of graduates, and unique and/or important aspects. Appended is a paper entitled "Native Indian Teacher Education in Canada." It analyzes the need for such special programs, broadly defines types of programs available, analyzes their effectiveness, and identifies their problems. (MM)

ED 249 042 SE 044 883

Leedy, Daniel L.; Adams, Lowell W.
A Guide to Urban Wildlife Management.
National Inst. for Urban Wildlife, Columbia, MD.
PUB DATE- 84
NOTE- 48p.
AVAILABLE FROM- National Institute for Urban Wildlife, 10921 Trotting Ridge Way, Columbia, MD 21044.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Animals; Conservation (Environment); Conservation Education; Environmental Education; *Environmental Influences; Physical Environment; Public Opinion; *Urban Areas; *Urbanization; *Wildlife; *Wildlife Management

This guide is designed to provide interested citizens (including homeowners, youths, and community leaders) with guidance and ideas on how to plan and manage for urban and suburban wildlife. In addition, it suggests how to enhance recreational, aesthetic, educational, and economic benefits associated with good diversified habitats and sound fish and wildlife management. Following an introduction, the guide is divided into sections which discuss: (1) values and public attitudes related to urban wildlife; (2) wildlife habitats and environments (considering the role of plants as food and cover sources, water, living space, and mortality factors); (3) urbanization effects (examining pollution and urbanization effects on temperature and rainfall, vegetation, and on soil and water); (4) response of wildlife to urbanization; and (5) principles and approaches to wildlife management (considering separately, principles, approaches to wildlife management, habitat management for fish and wildlife, management to promote educational and recreational values, and animal damage and nuisance control). The guide concludes with a list of suggestions for promoting conservation and enhancing wildlife enjoyment and a list of suggested readings and references. (JN)

Brophy, M.; Fryars, M.
Air and Weather Seychelles Integrated Science. Teacher and Pupil Booklets . Unit 2.
National Inst. of Pedagogy (Seychelles).
SPONS. AGENCY- Ministry of Education and Information (Seychelles).
PUB DATE- 83
NOTE- 55p.; Document contains several pages of marginal legibility. For units 1 through 13 of this series, see SE 045 060-072.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Curriculum Development; Integrated Curriculum; Junior High Schools; Laboratory Procedures; Oxidation; Physical Sciences; Pressure (Physics); *Science Activities; Science Curriculum; Science Education; *Science Programs; *Secondary School Science; Units of Study; *Weather
IDENTIFIERS- *Air; *Seychelles Integrated Science Program

Seychelles Integrated Science (SIS), a 3-year laboratory-based science program for students (ages 11-15) in upper primary grades 7, 8, and 9, was developed from an extensive evaluation and modification of previous P7-P9 materials. This P7 SIS unit focuses on: (1) the importance of air and air pressure in students' everyday lives; (2) oxidation concepts involved in burning and breathing; (3) developing laboratory skills, particularly those related to taking and recording measurements of the weather; and (4) how knowledge of air can be used in everyday situations, such as in fire prevention. Provided for the unit is a student workbook and a set of teaching notes. The teaching notes include the general aims of the unit and a lesson plan for each topic area. Each lesson plan includes a suggested time frame, a list of objectives, a list of equipment needed, and a suggested lesson format. This format includes suggestions for introducing the lesson, instructional strategies (emphasizing procedures for student activities), and evaluation methods. The student workbook includes procedures for completing the unit activities and a list of new words keyed to page numbers in the workbook. (JN)

ED 249 113 SE 045 127

McDonald, Janet L.

Formal Operations and the Ability of Students to Structure Geometric Content.

PUB DATE- 83

NOTE- 41p.; Paper presented at the Annual Meeting of the Jean Piaget Society, (Philadelphia, PA, June 2, 1983). Doctoral Dissertation, State University of New York at Albany.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Dissertations/Theses - Doctoral Dissertations (041)

DESCRIPTORS- Cognitive Development; Cognitive Mapping; *Cognitive Processes; Educational Research; *Geometric Concepts; *Geometry; Grade 10; *Mathemetics Instruction; *Ratios (Mathematics); Secondary Education; *Secondary School Mathematics

IDENTIFIERS- *Mathematics Education Research; Piaget (Jean)

The ability of tenth grade plane geometry students to structure concepts and relationships from a geometry unit on ratio, proportion and similarity was tested. Analysis of cognitive "maps" of the structural relationships possessed by twenty concrete and twenty formal subjects indicated that formal operational subjects structure subject matter content significantly more like subject matter experts and teachers than do concrete operational subjects. Results also showed that the cognitive maps of students more closely approximate those of subject matter experts than those of their own teachers. (Author)

ED 248 873 IR 011 327

Advisory List of Instructional Media--16MM Films.

North Carolina State Dept. of Public Instruction, Raleigh. Div. of Educational Media.

PUB DATE- 83
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Elementary Secondary Education; Filmographies; *Instructional Films; *Library Collections; School Libraries

These two advisory lists include information on 16mm films appropriate for the K-12 instructional program. In both bibliographies films are listed in the following categories: communication skills; guidance; health, physical education, safety, and sports; science; and social studies. The list for the 1982-1983 school year also includes categories for arts education, media education, and North Carolina. The majority of the films are for direct use with the students, but films on teaching writing, the effects of television on children, and internal family strife are for teacher use. Each entry for individual films and film series

includes title, running time, availability of study guides, price (as quoted by the producer), producer, year of production, grade level, and annotation. A directory of film producers accompanies each bibliography. (THC)

ED 248 801 HE 017 667

Continuity and Renewal: The Demands of Excellence. A Response to the Discussion Paper of The Commission on the Future Development of the Universities of Ontario.
Council of Ontario Universities, Toronto.

PUB DATE- 84
NOTE- 215p.
AVAILABLE FROM- Council of Ontario Universities, 130 St. George Street, Suite 8039, Toronto, Ontario M5S 2T4, Canada.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Access to Education; *College Planning; *College Role; Coordination; Distance Education; *Educational Quality; Enrollment Trends; *Financial Problems; Financial Support; Foreign Countries; Government School Relationship; Graduate Study; Grants; Higher Education; Planning Commissions; Retrenchment; Teacher Retirement
IDENTIFIERS- Canada; *Ontario

The nature and objectives of Ontario universities are summarized. Attention is directed to issues of quality, accessibility, adaptability, system balance, funding, and planning and coordination. It is claimed that the quality of undergraduate programs, including some professional programs, has substantially declined. Declining quality is evident in such areas as the universities' deteriorating physical plants, the student/faculty ratio, and the library collections. To promote access to education, enrollment planning must continue as a major priority. Financial constraints limit Ontario universities' adaptation to changing circumstances. Creation of an incentive fund could help in hiring new teachers and in enhancing adaptability to new discipline needs and new teaching modes, among other developments. While greater differentiation and coordination may enhance effectiveness, such measures cannot be expected to solve problems created by inadequate funding. Funding options are considered, along with advantages and disadvantages of eight options outlined by the Commission on the Future Development of the Universities of Ontario. Appendices provide information on graduate study, distance education, enrollment trends, faculty retirement, capital grants, and private financial support. (SW)

ED 248 830 IR 011 279

Hewson, Peter W.
Microcomputers, Conceptual Change and the Design of Science Instruction: Examples from Kinematics and Dynamics.
PUB DATE- Jan 84

NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143) Journal Articles (080)
DESCRIPTORS- College Students; *Computer Assisted Instruction; *Concept Formation; *Concept Teaching; *Courseware; Design Requirements; *Diagnostic Teaching; Higher Education; Instructional Design; Microcomputers; Models; Physics; *Science Education

This article describes an approach to modifying science students' alternative conceptions of physical phenomena by means of diagnostic and remedial microcomputer programs designed in accord with a model of conceptual change. Current applications of microcomputers are discussed, including numerical work, drill and testing, tutorials, simulation, and real time use. A review of the literature on alternative conceptions focuses on the concepts of speed and force in physics instruction, and a model of conceptual change is outlined which implies that instruction should involve the identification or diagnosis of student conceptions, the lowering of the status or remediation of alternative conceptions, and the raising of the status of the new instructional content. Two specific programs designed to diagnose some alternative conceptions of speed and force are described, as well as the results of using the programs with first year university science students. These results indicate that the programs effected dramatic changes in a common alternative conception of speed and were able to diagnose several interrelated aspects of alternative conceptions of force. Twenty-two references are listed. (Author/LMM)

ED 248 845 IR 011 294

Rogers, Jean B., Ed.
Computer Education for Colleges of Education. TOPICS.
Association for Computing Machinery, New York, N.Y.
REPORT NO.- ISBN-0-89791-106-7
PUB DATE- Jan 83
NOTE- 118p.; A special joint publication of the Association for Computing Machinery Education Board, Special Interest Group on Computer Science Education, and Special Interest Group on Computer Uses in Education.
AVAILABLE FROM- Association for Computing Machinery, Order Department, PO Box 64145, Baltimore, MD 21264 (Order No. 812830, Members: $9.00 per copy; nonmembers: $12.00 per copy).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Information Analysis/State-of-the-Art Materials (070) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Literacy; *Computer Oriented Programs; *Computers; Curriculum; Higher Education; Program Descriptions; *Program Development; *Schools of Education; *Teacher Education
IDENTIFIERS- Computer Uses in Education

The first of 18 papers in this collection is a committee report of a workshop held in Kansas City, Missouri, June 26-27, 1982, to consider instructional uses of computers in pre-college education and what colleges of education should be doing. In "Computer Education and Colleges of Education," J. Philip East provides an overview of the issues involved. Papers submitted by workshop participants prior to the meeting are then presented: "Computer Literate Teachers--a Possible Dream" (James E. Beamer); "Computer Education at Arizona State University" (Gary Bitter); "Computer Related Teaching and Research in the Faculty of Education at the University of Calgary: Achievements, Present Developments and Predictions for the Future" (Ann Brebner); "Graduate Degree Programs in Computer Education for Elementary and Secondary Teachers" (Robert L. Burke); "Computers and Teacher Education: From Cow Trail to Expressway" (George H. Culp); "Computers in the College of Education, University of Illinois" (J. Richard Dennis and Esther Steinberg); "Computer Education for Elementary Schools: A Course for Teachers" (J. Philip East); "The Challenge of Computer Education to Teacher Education--An Australian Perspective" (Graham Ferres); "Computing and Education at the University of Maryland" (James T. Fey and Linda P. Rosen); "An Undergraduate Minor and Graduate Program in Computers in Education" (Susan Friel and Nancy Roberts); "Implementing a Program to Train (Retrain) Secondary Teachers--A Cooperative Effort between Education and Computer Science at Towson State University" (Doris Keefe Lidtke);

"Computerizing the Teacher at North Texas State University" (James L. Poirot and James J. Muro); "Computers in Education at the University of Colorado--Boulder" (Marc Swadener); "Computing and Education at Teachers College" (Robert P. Taylor); "Teacher-Education Curriculum for the 80's" (Barbara B. Wright and Richard C. Forcier); and "Computers for Teachers: Activities at the University of Michigan School of Education" (Karl L. Zinn and Carl F. Berger). (LMM)

ED 248 889 IR 011 365

Courseware Portability. Proceedings of the International Conference of the Association for the Development of Computer-Based Instructional Systems (25th, Columbus, Ohio, May 14-17, 1984).

Association for the Development of Computer-based Instructional Systems.

PUB DATE- May 84

NOTE- 281p.; Cover title: "Computer Transportability."

LANGUAGE- English

EDRS Price - MF01/PC12 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - General (140)

DESCRIPTORS- Business; *Computer Assisted Instruction; *Computers; *Courseware; Government (Administrative Body); Industry; Military Organizations; *Networks; *Training Methods

IDENTIFIERS- *Computer Uses in Education

This conference collection presents 40 complete papers and abstracts of 33 project reports and 19 poster sessions, representing discussions of a variety of issues in the applications of computers to learning in business, industry, education, government, and the military services. A presentation on the conference topic "Courseware Transportability through Networking," by Greg Kearsley, is followed by papers that are grouped by topics related to ten special interest groups of the Association for the Development of Computer-Based Instructional Systems: (1) computer-based training; (2) elementary/secondary, junior college; (3) educators of the handicapped; (4) health education; (5) home economics consortium; (6) math; (7) mini/micro; (8) music consortium; (9) Plato Users; and (10) theory and research. Most of the complete papers include abstracts and references. Abstracts of project reports describe programs involving interactive video, computer-based instruction, computer-based authoring systems, and other applications of technology to education and training. Poster session abstracts address such topics as interactive computer graphics, an electronic logbook/evaluation system for clinical training, application of hand-held computers in training, simulations of the clinical encounter, interactive videodisc, and software development. (LMM)

Chalamira, Lucas R.; Lawrence, Layle D.
Agricultural Research Needs and Priorities as Perceived by West Virginia Vocational Agriculture Teachers and County Extension Agents. Miscellaneous Publication 11.
West Virginia Univ., Morgantown. Agricultural and Forestry Experiment Station.
PUB DATE- Jun 84
NOTE- 49p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Agribusiness; Agricultural Education; *Agriculture; Delivery Systems; Differences; Evaluation Needs; Extension Agents; Extension Education; Farmers; *Farm Management; *Financial Needs; Higher Education; *Information Dissemination; Regional Characteristics; *Research Needs; Research Opportunities; Rural Development; Rural Education; Secondary Education; Teacher Attitudes
IDENTIFIERS- Cooperative Extension Service; *Research Priorities; Weed Control; *West Virginia

Data were obtained in 1982 from 196 vocational agriculture teachers and 48 county agricultural extension agents identifying specific problems in West Virginia's agriculture that were most in need of research solutions. Multiflora rose eradication, coping with high production costs and interest rates, and improving state level funding for extension and vocational agriculture programs were the most serious agricultural problems in need of research solutions. A need also exists for a clear, dynamic process for evaluating current research activities, identifying potential research opportunities, and developing mission-oriented research priorities. Publicly supported agricultural research should be expanded and steps taken to ensure that research policy and programs adequately reflect needs and concerns of West Virginia's entire agricultural community. The Cooperative Extension Service is charged with disseminating research findings to the agricultural community, yet vocational agriculture teachers and county extension agents are somewhat unaware of available research information. The need for research findings to be quickly communicated to educators and farmers necessitates close links and mutual understanding between research and extension education and timely publication of research results. The current research program at West Virginia University and other affiliated institutions may need improvement or adjustments. Problems unique to various regions should be given due consideration. (BRR)

ED 249 030 RC 014 986

More, Arthur J.; And Others

Indian Education Projects and Programs in B.C. Schools. Revised.

British Columbia Univ., Vancouver. Faculty of Education.

SPONS. AGENCY- Department of Indian Affairs and Northern Development, Victoria (British Columbia).

PUB DATE- Apr 83

NOTE- 262p.; The survey is a revision of an earlier survey completed in June 1981, and was supported by the Provincial government and the University of British Columbia.

LANGUAGE- English

EDRS Price - MF01/PC11 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reference Materials - Directories/Catalogs (132)

DESCRIPTORS- Administrator Guides; American Indian Culture; *American Indian Education; American Indian Languages; *Canada Natives; Cultural Context; Daily Living Skills; *Developmental Programs; Early Childhood Education; Elementary Secondary Education; *Eskimos; *Family School Relationship; Foreign Countries; Government School Relationship; Home Programs; Intercultural Programs; Language Arts; Mathematics Education; *Multicultural Education; Nonformal Education; Private Schools; Program Descriptions; School Readiness

IDENTIFIERS- *British Columbia; Canada; Tribally Controlled Schools

Brief descriptions of 92 Indian education projects in British Columbia K-12 schools (provincial, federal, private, and parochial) are based on survey responses. The preschool, elementary, secondary, adult basic education, and home coordinating programs for Indian students concentrate on such special areas as language and/or academic skills development, life skills and outdoor education, native crafts and culture, and include counseling and adjustment assistance. Descriptions, which vary in detail and demonstrate the breadth of the attempt to meet the needs of Indian school children in Canada, are grouped by traditional language/culture area as identified by the British Columbia Provincial Linguist: Athapaskan, Bella Coola, Chilcotin, Coast Salish, Haida, Interior Salish, Kootenay, Kwakiutl, Nuu-Chah-Nulth (Nootka), and Tsimshian. Within each area, projects are listed alphabetically by community. A list of 43 key word descriptors which summarize the major thrust of each project or program includes such items as art, Band Operated School, curriculum, Friendship Center, joint project, math, readiness, gifted, home school coordinator, Indian culture (traditional and contemporary), social studies, teacher aide, tutor, and teaching strategies. These terms serve as a guide to the focus of the various programs but do not indicate significant content in the program descriptions provided. (MM)

ED 249 043 SE 044 885

Heller, Joan I.; Hungate, Harriet N.
Theory-Based Instruction in Description of Mechanics Problems.
PUB DATE- Apr 84
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Science; Computer Software; Higher Education; Instructional Design; *Material Development; Mechanics (Physics); Models; *Physics; *Problem Solving; Science Education; *Science Instruction
IDENTIFIERS- Science Education Research

This paper discusses research on the processes by which individuals progress toward expertise in scientific domains, focusing on the activity of constructing qualitative problem representations during solution of standard mechanics problems in physics. It includes information on: (1) descriptive analyses of problem-solving performance; (2) prescriptive models of problem-solving performance (which specify the knowledge required for novices to perform well on particular tasks); (3) a prescriptive theory of problem description (which specifies a procedure leading to construction of correct mechanics problem descriptions); (4) a theory of instruction which incorporates a particular model of learning-centered coaching referred to as "Evolving External Control Knowledge" (EECK); (5) the development of computer-oriented instructional materials based on the prescriptive theory and the EECK; and (6) preliminary results, focusing on possible relationships between changes in subjects' (N=9) performance and features of both the model of performance and the model of instruction. Results (among others) indicate that subjects seemed to be internalizing the notion of force as a kind of interaction and that the instructional materials are differentially appropriate for individuals at different stages of learning. (JN)

ED 249 070 SE 045 075

Freshwater Marsh. Habitat Pac.
Fish and Wildlife Service (Dept. of Interior), Washington, D.C.
PUB DATE- 84
NOTE- 27p.; Poster has not been filmed due to size. For other packets in this series, see SE 045 073-078.
AVAILABLE FROM- National Institute for Urban Wildlife, 10921 Trotting Ridge Way, Columbia, MD 21044 ($5.00). Packet includes poster.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Ecology; *Environmental Education; Intermediate Grades; Junior High Schools; *Learning Activities; Outdoor Activities; *Water Resources; *Wildlife; Wildlife Management
IDENTIFIERS- *Freshwater Marshes

The materials in this educational packet are designed for use with students in grades 4 through 7. They consist of an overview, three lesson plans and student data sheets, and a poster. The overview describes how the freshwater marsh is an important natural resource for plant, animal, and human populations and how the destruction of marshes causes a wide network of ecological problems (from decline in water quality to loss of plant and animal species). A glossary and list of reference materials are included. The lesson plans provide a list of learning outcomes, instructional strategies, a list of materials needed, and a quiz (with answers). The activities in the lessons involve: (1) studying marsh organisms and succession in marshes; (2) playing the role of early settlers (while learning about food webs); and (3) building a model of a marsh. The poster highlights many animals and plants found in a freshwater marsh and marsh succession. A puzzle dealing with a simple food web is also included. (JN)

ED 249 084 SE 045 091

Ball, John M.

An Atlas of Nuclear Energy. A Non-Technical World Portrait of Commercial Nuclear Energy.

Georgia State Univ., Atlanta. Dept. of Geography.

PUB DATE- 84

NOTE- 83p.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reference Materials - Geographic Materials (133) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Atlases; *Foreign Countries; Futures (of Society); *Geographic Regions; Maps; *Nuclear Energy; *Nuclear Power Plants

IDENTIFIERS- *Nuclear Reactors; *United States

This atlas is a nontechnical presentation of the geography and history of world commercial nuclear power with particular emphasis on the United States. Neither pro- nor antinuclear, it presents commercial nuclear power data in a series of specially prepared, easily read maps, tables, and text. The first section (United States) includes information on: nuclear beginnings; second generation power plants; commercial nuclear power plants (1984); installed capacity of nuclear power plants (1984); power reactors under construction (1984); cancellation of power reactors (1984); projected capacity of nuclear power plants (1999); and non-power reactors (1984). The second section (the world) includes information for 1984 on world nuclear power and nuclear power in North America, South America, the Orient, Japan, and Europe. Additional maps and tables are included in appendices. The maps illustrate (for 1984) commercial nuclear power plants in Europe, the Orient, South America, Japan, and North America. The tables provide data on operating nuclear plants in the U.S. (1984), third generation reactors, nuclear power plants under construction (1984), and nuclear power plants in the U.S. (1999). (JN)

ED 249 100 SE 045 114

Nature Prepares for Winter. A Fall Activity Packet for Kindergarten.

Jackson Community Coll., MI. Dahlem Environmental Education Center.
SPONS. AGENCY- Department of Education, Washington, DC. Inst. of Museum Services.
PUB DATE- 83
NOTE- 26p.
GRANT- G008103172
AVAILABLE FROM- Dahlem Environmental Education Center, Jackson Community College, 7117 South Jackson Rd., Jackson, MI 49201.
LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Animal Behavior; *Animals; Art Activities; *Ecology; Elementary School Science; *Environmental Education; *Field Trips; Interdisciplinary Approach; Kindergarten; Language Arts; *Learning Activities; *Outdoor Activities; Primary Education; Science Activities
IDENTIFIERS- *Seasons

This instructional packet is one of 14 school environmental education programs developed for use in the classroom and at the Dahlem Environmental Education Center (DEEC) of the Jackson Community College (Michigan). Provided in the packet are pre-trip activities, field trip activities, and post-trip activities which focus on preparations for winter in built and natural environments. Strategies for using these activities with kindergarten children are also provided. The pre-trip activities focus on differences between living and non-living things and on how plants, animals, and people prepare for winter. Two activity sheets and a letter to parents explaining the purpose of the program are included. The post-trip activities include exploring the school grounds for signs of winter preparation, creating art objects from natural objects, and making bird feeders. A list of formal and non-formal objectives and instructions for indoor and outdoor field trip activities at the DEEC are provided in a separate field trip guide. (JN)

SO

ED 249 114 SO 015 148

Fox, Glenn; Ruttan, Vernon H.

A Guide to Some Projections of LDC Food Security toward the End of the Twentieth Century.

Minnesota Univ., Minneapolis. Dept. of Agricultural and Applied Economics.; Minnesota Univ., Minneapolis. Hubert H. Humphrey Inst. of Public Affairs.

REPORT NO.- HHH/GEPP-83-2

PUB DATE- Sep 83

NOTE- 55p.; A few charts contain small print.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- Agriculture; *Developing Nations; Economic Factors; Economic Research; *Food; *Futures (of Society); *Prediction; Research Design; Research Methodology; *Research Problems; Social Science Research

The results of studies that have calculated projections of food deficits for less developed countries (LDC's) toward the year 2000 are compared. Included in the comparison are: (1) reports entitled "The Global 2000 Report to the President," "The Future of the World Economy," and "The Model of International Relations in Agriculture"; (2) work done at Iowa State University, the International Food Policy Research Institute, and the Food and Agriculture Organization of the United Nations; and (3) work sponsored by the Club of Rome. Almost without exception, these studies forsee a future for the food economies of LDC's characterized by rising deficits of consumption over production and/or increasing real food prices. These projects, most of which were initiated during the food crisis of 1973/74, are found to be at variance with observed trends in the post-war era and events occurring since the time they were conducted. A preponderance of attention on supply side factors, at the expense of a thorough investigation of transitory demand side influences, was characteristic of most of the studies. This incomplete diagnosis of the causes of the crisis contributed to a bias in the projections. (Author/RM)

ED 248 732 HE 017 092

Byrnes, Robert F.
Awakening American Education to the World: The Role of Archibald Cary Coolidge, 1866-1928.
REPORT NO.- ISBN-0-268-00599-0
PUB DATE- Aug 82
NOTE- 315p.
AVAILABLE FROM- University of Notre Dame Press, Notre Dame, IN 46556 ($21.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Historical Materials (060)
DESCRIPTORS- *College Instruction; College Libraries; *Educational History; *Foreign Countries; Foreign Diplomats; Graduate Study; Higher Education; *International Education; Publications; *Scholarship; Undergraduate Study; *World Affairs
IDENTIFIERS- *Coolidge (Archibald Cary); *Harvard University MA

The beginnings of research and instruction in American higher education concerning foreign countries and cultures are described, with a focus on the career of Archibald Cary Coolidge and his contributions toward transforming Harvard University. The years between 1890 and 1930 were important to U.S. higher education and constituted an era of great change within the United States in world economic, political, and intellectual life and in international politics. Coolidge served as a teacher of undergraduates, director of graduate students, scholar, librarian, and editor. He awakened American historical scholarship and teaching to many areas of the world, but his most important contribution was founding the professional study of Russia in the United States. His ability to see the world as a whole and his writing/teaching about modern international history and relations were influential. He helped to train graduate students of history to be scholars/teachers and also expanded Harvard University's library and established a simple classification system and catalog. Attention is also directed to Coolidge's influence on the public as a writer and as editor of "Foreign Affairs", the Coolidge School for Diplomats Government Service, and the scholar's role in government. Chapter notes and a bibliography are included. (SW)

Brehman, George E., Jr.
Postgraduation Activities: All Degree Levels in Pennsylvania, 1982.
Pennsylvania State Dept. of Education, Harrisburg. Bureau of Research and Evaluation.
PUB DATE- May 84
NOTE- 255p.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Bachelors Degrees; *College Graduates; Comparative Analysis; *Degrees (Academic); Demand Occupations; Doctoral Degrees; *Education Work Relationship; *Employment Patterns; *Graduate Study; Graduate Surveys; Higher Education; *Majors (Students); Masters Degrees; Occupational Surveys; Part Time Employment; Place of Residence; Private Colleges; Professional Education; Proprietary Schools; State Colleges; Two Year Colleges; Unemployment
IDENTIFIERS- *Pennsylvania

Results of a survey of the employment status of Pennsylvania college graduates are presented. A total of 39,207 graduates were surveyed (about 66.1 percent of the graduates at all degree levels). Statistical tables and narrative explanations cover: associate degree graduates, baccalaureate graduates, baccalaureate graduates in fields other than education, master's degree graduates, doctoral degree graduates, and first-professional degree graduates. Attention is directed to the proportions of graduates in each degree field and level that are: (1) employed in their field of preparation, (2) employed in another field, (3) employed in Pennsylvania, (4) employed part-time, (5) unemployed, (6) in military service, (7) seeking an advanced degree, or (8) engaged in some other activity. Also assessed was how differences in postgraduation activities were affected by institutional type: state colleges and universities, state-related, state-aided, and private institutions, community colleges, and proprietary schools. Information is also provided on the fields in which graduates are employed. Information on the sampling adequacy of the study group is included. (SW)

ED 248 759 HE 017 623

Stahl, Norman A.; Brozo, William G.

Vocabulary Instruction in Georgia's Postsecondary Reading Programs. College Reading and Learning Assistance Technical Report 84-C6.

SPONS. AGENCY- Georgia State Univ., Atlanta.

PUB DATE- May 84

NOTE- 35p.; For related documents, see HE 017 624-626.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *College Instruction; Community Colleges; *Developmental Studies Programs; Postsecondary Education; Questionnaires; Reading Consultants; *Reading Materials; Remedial Reading; State Surveys; Student Evaluation; Teacher Developed Materials; *Teaching Methods; Technical Institutes; *Tests; Universities; *Vocabulary Development

IDENTIFIERS- *Georgia

The vocabulary development curriculum offered by developmental reading programs in Georgia postsecondary institutions was studied. A total of 49 reading specialists from 39 institutions completed a questionnaire that covered: emphasis placed on vocabulary development, practices followed in expanding students' vocabularies, and the materials used for instruction. Practices of the following types of institutions were compared: community colleges, four-year colleges, universities, and vocational/technical schools. The following issues were identified for further consideration: no single vocabulary text was endorsed by a majority of respondents; respondents did not always assess vocabulary knowledge with the proper instruments; review of teacher-made instruments is needed; and specialists appear to favor a skills-based approach to vocabulary instruction. Specific texts and assessment instruments used by the schools are identified. Appendices provide information on: regular testing activities undertaken at the schools; diagnostic testing practices; specific tests used for assessing vocabulary instruction; formats for test items; instructional methods; instructional elements (i.e., words in context, pronunciation skills); and instructor-designed activities. A study questionnaire is included. (SW)

ED 248 773 HE 017 638

Geographic Origins of Students, Fall 1983. Volume I.
State Univ. of New York, Albany. Central Staff Office of Institutional Research.
REPORT NO.- SUNY-OIR-2-84A
PUB DATE- Jun 84
NOTE- 626p.; For related document, see HE 017 639.
LANGUAGE- English
EDRS Price - MF03/PC26 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agricultural Colleges; Community Colleges; *Enrollment Trends; Foreign Students; Full Time Students; *Geographic Distribution; Graduate Students; Higher Education; *In State Students; *Out of State Students; Part Time Students; *Place of Residence; School Location; State Colleges; *State Universities; Undergraduate Students
IDENTIFIERS- *State University of New York

Fall 1983 statistics on the geographic origins, or permanent residence, of students attending institutions of the State University of New York (SUNY) are presented. This first of two volumes presents three types of summary information that uses the individual institution (or institutional type) as the unit of analysis. Statistical tables summarize the distribution of all credit course students by load, level, and residency and include various relative distance measures for New York State residents. Information is also provided on: the origins of new (first-time and transfer) undergraduate students; and institutional enrollment by level, load, history, and permanent residence. Summary data on the total (SUNY) University system as well as on the institutions by type are included. Specifically, the student and institutional data elements include the following: student level (undergraduate/graduate); student load (full-time/part-time); student history (first-time/transfer); permanent residence (for New York State residents, county of residence; for other U.S. residents, state of residence; and for nonresident aliens, country of residence); institutional location (for state-operated/funded institutions, the county of location; and for community colleges, the sponsorship area). (SW)

ED 248 787　　　　　　　　　　　　　　　HE 017 652

Boli, John; And Others
Analyzing Academic Records for Informed Administration: The Stanford Curriculum Study.
Stanford Univ., CA. Office of Undergraduate Research.
SPONS. AGENCY- Metropolitan Life Foundation.
PUB DATE- 84
NOTE- 27p.; For related documents, see HE 017 653-655.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Records; *College Curriculum, *Credit Courses; Curriculum Evaluation; *Databases; Decision Making; Educational Policy; Enrollment Trends; Higher Education; Majors (Students); Management Information Systems; *Student Characteristics; *Undergraduate Students
IDENTIFIERS- *Stanford Curriculum Study; Stanford University CA

The Stanford Curriculum Study, which provides comprehensive and systematic information about curricular choices of undergraduates, is discussed. The information can promote policy decisions, help departments regularly monitor their programs, and generate a database for research concerning undergraduate education. The study analyzes the academic records of each graduating class, relating characteristics such as gender, Scholastic Aptitude Test scores, and ethnicity to course and major choice, grades, academic honors, and other indicators of student accomplishment. The database for each year of the Curriculum Study contains about 50 records per student, one for each course taken. With about 1,600 students in each graduating class, there are about 80,000 records in the file. Data from the study are also used to produce the annual Curriculum Report. Information is provided on the study methodology, including the population, the database, the university's academic structure, and the Curriculum Report. Also discussed are the background characteristics of graduates, course enrollments and units of credit, and characteristics of courses. Appendices include a sample table providing descriptive statistics on 1980-1981 majors in industrial engineering. (SW)

ED 248 816 HE 017 686

To Establish the United States Academy of Peace. Report of the Commission on Proposals for the National Academy of Peace and Conflict Resolution to the President of the United States and the Senate and House of Representatives of the United States Congress.

Commission on Proposals for the National Academy of Peace and Conflict Resolution.

PUB DATE- 81
NOTE- 404p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC17 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Research/Technical (143)
DESCRIPTORS- Advisory Committees; *Agency Role; *Conflict Resolution; *Federal Government; Higher Education; *International Education; International Relations; *Peace; *Research
IDENTIFIERS- *United States Academy of Peace

The final report of the Commission on Proposals for the National Academy of Peace and Conflict Resolution is presented. The Commission recommends that the federal government establish the United States Academy of Peace. After discussing the timeliness of U.S. leadership in international peace education and research through the proposed federal peace institution, the Commission's legislative mandate and process are outlined. The need for the academy is considered with attention to peace and conflict concepts, the dangers from violent escalation of international conflicts, the nation's heritage of peace and violence, and the importance of a range of peacemaking options. The nation's international peace activities are considered within the context of the three basic societal sectors--government, private enterprise, and voluntary associations. The processes of negotiation, mediation, and conciliation are also addressed. In addition to defining the field of peace learning, the work of three branches of peace research are described. The proposed design for the Academy of Peace is covered, along with the major findings and conclusions of the Commission. Appendices include draft legislation for the academy, the text of Title XV--Part B of Public Law 95-561, establishing the Commission, and information on Commission activities and participants. (SW)

ED 248 859 IR 011 308

Taitt, Kathy
TLC for Growing Minds. APPLE II Programming Manual, Volume 3.
REPORT NO.- ISBN-0-88193-003-2
PUB DATE- 83
NOTE- 57p.; For related documents, see IR 011 306-311, IR 011 314-316, and IR 011 318-319. This manual is also available for TRS-80, IBM PC, Commodore 64, PET, ATARI, TI-99/4A, and VIC-20.
AVAILABLE FROM- Creative Learning Association, Inc., RR#4, Box 330, Charleston, IL 61920 ($9.95 per copy; quantity discounts available).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; *Computer Science Education; Computer Software; *Editing; Elementary Secondary Education; Instructional Materials; *Learning Activities; Mathematics; *Microcomputers; Problem Solving; *Programing; Programing Languages; *Word Processing
IDENTIFIERS- Apple II; *BASIC Programing Language

Designed to improve students' thinking, learning, and creative skills while they learn to program a microcomputer in BASIC programing language, this instructional manual for intermediate learners provides a brief section of information for each new topic together with a sample program to enter, run on the computer, and observe; a suggested change to clarify the principle being taught, and a challenge requiring use of the new principles. Each chapter includes a review. This volume specifically explains how to program the computer to make decisions--to follow one set of commands in one case and another set in a different case--using IF-THEN, IF-GOTO, IF-THEN PRINT, IF-THEN END, and INT(X). The following additional commands are then explained: PR#1, PR#0; FRE(0), and CHR$(X). A discussion of editing with the Apple II microcomputer covers use of the cursor movement mode, editing, and deleting. The use of the command RND(1) to randomly select a word or number is also described. A reference chart displays commands and their functions. Separate color coded project books for elementary, junior high, and high school/adult students are available for this manual. (Author/LMM)

JC

ED 248 904 JC 840 260

Katsinas, Steve
Hispanic Student and Staffing Patterns in Community Colleges.
PUB DATE- May 84
NOTE- 17p.; Paper presented at the Hispanic Roundtable Talk of the American Association of Community and Junior Colleges (Phoenix, AZ, May 23-24, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110)
DESCRIPTORS- *Access to Education; Adult Basic Education; Affirmative Action; Community Colleges; English (Second Language); *Enrollment Trends; *Hispanic Americans; Majors (Students); *Student Educational Objectives; Two Year Colleges; *Two Year College Students

An overview is provided of Hispanic enrollment and staffing patterns in U.S. community colleges. After an initial discussion of changes taking place in postsecondary education, information on the low participation rates of Hispanics in higher education is presented; e.g., in 1978 Hispanics made up 6% of the population of the mainland United States, but only 3.4% of the nation's undergraduate students; and Hispanic college enrollments as a percentage of high school graduates declined from 35.4% in 1975 to 19.9% in 1980. The next section looks at the high concentration of Hispanics in community colleges, which enroll 45% of all Hispanic full-time college students. Information on the exceptionally high concentration of Hispanics in central city community colleges and on enrollment patterns is followed by a discussion of reasons for the relatively high participation rate of Hispanics in community colleges (e.g., the indifference of four-year institutions, the open admissions policies and lower costs of community colleges, the programs and policies of two-year institutions, and the availability of language skills remediation at community colleges). The final sections focus on the lack of information structures concerning what educational opportunities are available and what aid programs apply; the lower number of Hispanics pursuing degrees in engineering and science compared to non-Hispanics; and the large number of Hispanics engaged in transfer curricula and adult basic education programs. (HB)

ED 248 918 JC 840 505

McCarton, Anne-Marie; Rodriguez, Kyrsis R.
Roxbury Community College Transfer Follow-Up Study.
Roxbury Community Coll., Boston, MA.
PUB DATE- Sep 84
NOTE- 35p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Persistence; College Choice; Colleges; *College Transfer Students; Community Colleges; *Developmental Studies Programs; *Enrollment Trends; *Majors (Students); Postsecondary Education; Transfer Programs; Two Year Colleges; Universities; Vocational Education

In 1984, a study was conducted to gather information regarding the rates and patterns of student transfer from Roxbury Community College (RCC) to four-year institutions. Information on the 178 students who graduated from RCC in 1981 and 1982 was obtained from the RCC Registrar's office and the four-year institutions in Massachusetts to which student transcripts had been sent. Study findings included the following: (1) 70% of the RCC students received Associate in Arts degrees and took almost 7 semesters to complete the degree, while the 30% of the students who received an Associate in Science degree took an average of 6.2 semesters to graduate; (2) 76% of the students requested that their transcripts be sent to a four-year institution, but only 56% of these students completed the transfer application process; (3) the total acceptance rate of RCC students at public colleges and universities was 91%, while the acceptance rate at private colleges was 88%; (4) 38% of the graduates transferred to a four-year institution; (5) of these, 15% had graduated in 1984 and 49% were still actively pursuing a degree; and (6) 83% of the students who were accepted for transfer began their studies in developmental and/or English as a Second Language courses. Recommendations based on study findings are included in the report. (LAL)

ED 248 932 JC 840 527

Classifiers in ASL: A Manual for Instructors. American Sign Language Community College Network.

Peralta Community Coll. System, Berkeley, Calif. Vista Coll.

PUB DATE- 83
NOTE- 68p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *American Sign Language; Instructional Materials; *Sentence Structure; Two Year Colleges; *Verbs
IDENTIFIERS- *Classifiers (Language)

Following a discussion of the role of classifiers (i.e., verbs of motion and location) in American Sign Language, this manual presents a six-unit program designed to teach students to produce sentences with classifiers. First, an overview is provided of the hierarchy of verbs of motion and location produced when the resources of the body are combined with specific movements. This section includes an inventory with five different groupings of classifiers used by signers to refer to an object: size and space specifiers, which refer to the physical characteristics of an object; abstract semantic classifiers, which classify objects belonging to certain groups of nouns (e.g., humans or vehicles); body classifiers, which are those parts of the body that are doing the action or serving as a real world reference frame; instrument classifiers, which are those parts of the body that manipulate the referent object; and primitive classifiers, which refer to an area or cluster of things. Next, the six instructional units are presented, covering: (1) tracing and basic shapes, in which students are introduced to the classifiers for each basic shape; (2) combination, deletion, and substitution; (3) basic movement roots, including the stative, contact, and active forms; (4) the real world reference frame; (5) the abstract reference frame and semantic classifiers; and (6) the shift between reference frame and semantic classifiers. An inventory of classifiers is appended. (HB)

PS

ED 248 946 PS 013 860

Grant, James P.; Adamson, Peter
The State of the World's Children 1982-83.
United Nations Children's Fund, New York, N.Y.
REPORT NO.- ISBN-0-19-828464-0
PUB DATE- 82
NOTE- 137p.
AVAILABLE FROM- Oxford University, Order Department, 16-00 Pollitt Drive, Fair Lawn, NJ 07410 ($5.95, no shipping charge on pre-paid orders).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agricultural Production; *Children; *Developing Nations; Employment; *Family Life; Foreign Countries; Immunization Programs; Mothers; *Nutrition; *Physical Development; *Physical Health; Public Health; Social Indicators; Statistical Data
IDENTIFIERS- Africa (West); Breast Feeding; Child Growth Charts; Food Supplements; Land Reform; Mossi; Oral Rehydration Therapy; *UNICEF; Upper Volta

Synthesizing the experience of UNICEF's own work in over 100 countries as well as the views of leading international specialists, this report suggests that recent scientific and social breakthroughs have put into our hands the means to bring about a revolution in the health and well-being of children in the developing world. The first part of the report describes several current UNICEF programs: oral rehydration therapy, universal child immunization, the promotion of breast-feeding, and the use of growth charts to record child health. Other actions that might help break the poverty cycle are proposed; these include family planning, food supplements targeted for infants and pregnant and lactating women, and increasing agricultural productivity and

employment through land reform. The second part of the document, entitled "Ideas in Action," tells the story of a community organization being built to introduce technical innovations in over 700 Mossi villages in Upper Volta, Africa. Finally, a statistical annex brings together the latest United Nations figures on children and world development. (Author/CB)

ED 248 960 PS 014 573

The Early Childhood Services Coordination Evaluation. Final Report.

Harvey Social Research, Ltd., Sherwood Park (Alberta).

SPONS. AGENCY- Alberta Dept. of Education, Edmonton.
PUB DATE- Sep 83
NOTE- 311p.; For the executive summary, see PS 014 574.
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Case Studies; Committees; *Coordination; Early Childhood Education; Foreign Countries; Longitudinal Studies; *Pilot Projects; *Program Evaluation; *Regional Cooperation; Regional Planning; Regional Programs; Social Services; *Young Children
IDENTIFIERS- *Alberta; *Early Childhood Services (Alberta)

The 1978 evaluation of the Early Childhood Services program found that the coordination of services needed to be strengthened at all levels but particularly at the regional level. Alberta Education launched a pilot study in 1980 into the means of increasing coordination of services for young children and families in the province, by granting monies to five regional coordination committees. The methodological approach was a longitudinal in-depth case analysis using interviews, questionnaires, observations, and document analysis procedures. Data were collected at the beginning, mid-term, and end of the two-year evaluation period from committees and agencies. Parents were contacted at the conclusion of the study in June, 1983. The major factors addressed in all case studies were committee background; coordination of projects and activities; achievement of goals; committee effectiveness; and level of coordination assessment. A number of conclusions and recommendations emerged from this study that should contribute to success in developing coordination within the region, e.g., factors related to committee members, twinning of regional committees, role of the regional coordinator, ideas for coordination activities, low cost meeting sites, operating funds, and control of funds. (AS)

ED 248 974 PS 014 589

Harkness, Sara; Super, Charles M.
The Cultural Context of Gender Segregation in Children's Peer Groups.

SPONS. AGENCY- Carnegie Corp. of New York, N.Y.; Grant (W.T.) Foundation, New York, N.Y.; National Inst. of Mental Health (DHHS), Rockville, Md.; Spencer Foundation, Chicago, Ill.
PUB DATE- Apr 83
NOTE- 23p.; A preliminary version of this paper was presented at the Biennial Meeting of the Society for Research in Child Development (Detroit, MI, April 21-24, 1983).
GRANT- NIMH-33281
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Age Differences; *Children; *Cultural Influences; Foreign Countries; Longitudinal Studies; *Peer Groups; Peer Relationship; Rural Youth; *Social Development
IDENTIFIERS- *Kenya; Kipsigis; *Sex Segregation

Recent American research has explored developmental trends in gender segregation of children's peer groups. However, it is important to differentiate systematic trends in children from systematic changes in their environments. This report, based on data gathered from 1972 to 1975, presents evidence on gender segregation in Kipsigis children's peer groups in Kokwet, a rural community in Kenya. Gender segregation is examined in culturally characteristic settings and is discussed in relation to both developmental and cultural issues. Observational data from 152 children ages 18 months to 9 years reveal that there is no segregation by gender in peer groups until around the age of 6. At that time, changes in settings, parental expectations, and customary duties result in an increase in the proportion of same-sex peers in the peer group. Even within this pattern, there is some evidence that children do not interact more with same-sex peers. A contrast is drawn with the adult pattern of gender segregation, and emphasis is given to the importance of culture and development as interactive systems. (Author/RH)

ED 248 988 PS 014 615

McCall, Robert B.

Early Education and Alternative Childcare in the Context of the Family and Society.

PUB DATE- 20 Jun 84
NOTE- 33p.; Paper based on keynote address presented at the Meeting of the American Montessori Society (Evanston, IL, June 20, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attachment Behavior; Cognitive Development; *Coping; Day Care; Divorce; Early Childhood Education; Family Characteristics; *Family Problems; Fathers; Government (Administrative Body); Industry; Institutions; *Parent Child Relationship; Parent Responsibility; *Social Behavior; *Social Change; *Social Influences; Stress Variables
IDENTIFIERS- Role Transition; Stress (Biological)

This discussion examines trends in American society and family life in the context of early education and alternative child care programs of the future. It is suggested that social problems arise when some aspects of society change while other intimately related aspects lag behind, especially when the lagging circumstances are improving but not fast enough. The thesis is that the social equality movements of the last 2 decades produced rapid change that has not been paralleled in other aspects of society, creating task overload, a focus on self, and stress adversely affecting family life and children. It is suggested that, while some people have grabbed at quick fixes, more effective solutions are likely to come when the lagging aspects of society catch up. Four areas or groups needing to catch up are discussed: private industry, government, fathers, and family institutions (including early education and alternative care programs, which should be encouraged to become multidimensional family resource centers). (Author/RH)

ED 249 016 RC 014 932

Roop, Peter
Little Blaze and the Buffalo Jump. Indian Culture Series.
Heart Butte School District #1, MT.; Montana Council for Indian Education, Billings.
REPORT NO.- DD89; ISBN-0-89992-089-6
PUB DATE- 84
NOTE- 32p.
AVAILABLE FROM- Council for Indian Education, P.O. Box 31215, Billings, MT 59107 ($2.45).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Historical Materials (060)
DESCRIPTORS- American Indian Education; *American Indian Literature; American Indians; *Childrens Literature; *Cultural Activities; Elementary Secondary Education; *Supplementary Reading Materials
IDENTIFIERS- *Blackfeet (Tribe)

The reader is one in a series of stories of the Blackfeet Indians which take place when the people were at the height of their power, hunting buffalo north to the North Saskatchewan River, south to the Yellowstone River, east to the Montana-North Dakota border, and west to the Rocky Mountains. The story is about Little Blaze, a young Blackfeet boy, who is jealous of his older brother, who has been chosen to be the ahwa waki (the buffalo runner). However, he overcomes his jealousy and shows great courage in saving his brother's life as a herd of buffalo is stampeded over a cliff. (ERB)

ED 249 057 SE 045 062

Brophy, M.; Fryars, M.

Water. Seychelles Integrated Science. Teacher and Pupil Booklets . Unit 3.

National Inst. of Pedagogy (Seychelles).

SPONS. AGENCY- Ministry of Education and Information (Seychelles).

PUB DATE- 83

NOTE- 44p.; Document contains several pages of marginal legibility. For units 1 through 13 of this series, see SE 045 060-072.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Conservation (Environment); Crystallography; Curriculum Development; Integrated Curriculum; Junior High Schools; Laboratory Procedures; Magnification Methods; Physical Sciences; *Science Activities; Science Curriculum; Science Education; *Science Programs; *Secondary School Science; Units of Study; *Water; *Water Resources

IDENTIFIERS- *Seychelles Integrated Science Program

Seychelles Integrated Science (SIS), a 3-year laboratory-based science program for students (ages 11-15) in upper primary grades 7, 8, and 9, was developed from an extensive evaluation and modification of previous P7-P9 materials. This P7 SIS unit focuses on: (1) the importance of water in students' daily lives; (2) the need to purify drinking water and how this is accomplished in Seychelles; (3) the development of skills in using a microscope and in performing simple separation techniques involved in filtration crystallization and distillation; and (4) the need for and methods of water conservation. Provided for the unit is a student workbook and a set of teaching notes. The teaching notes include the general aims of the unit and a lesson plan for each topic area. Each lesson plan includes a suggested time frame, a list of objectives, a list of equipment needed, and a suggested lesson format. This format includes suggestions for introducing the lesson, instructional strategies (emphasizing procedures for student activities), and evaluation methods. The student workbook includes procedures for completing the unit activities and a list of new words keyed to page numbers in the workbook. (JN)

ED 248 874 IR 011 328

Advisory List of Reference Books for Grades K-6.

North Carolina State Dept. of Public Instruction, Raleigh. Div. of Educational Media.

PUB DATE- Aug 83

NOTE- 25p.; For related document, see ED 191 428.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131)

DESCRIPTORS- Annotated Bibliographies; Book Reviews; *Educational Media; Elementary Education; *Library Collections; *Reference Materials; *School Libraries

Intended to serve as a guide rather than as a comprehensive listing, this advisory list includes reference books appropriate for school media collections for grades K-6. Entries included on the list were selected from those materials submitted by publishers which received favorable reviews by educators. Single volumes and sets of books are listed under general reference works and in the following Dewey Decimal classifcations: religion, social sciences, language, sciences, technology (applied sciences), the arts, literature, and general geography and history. Entries include citation, price, publisher, grade level, and annotation. A directory of publishers is included. (THC)

ED 248 802 HE 017 670

Winship, Addison L., II, Comp.
The Quest for Major Gifts: A Survey of 68 Institutions.
Council for Advancement and Support of Education, Washington, D.C.
REPORT NO.- ISBN-0-89964-229-2
PUB DATE- 84
NOTE- 61p.

AVAILABLE FROM- Council for Advancement and Support of Education, 11 Dupont Circle, Suite 400, Washington, DC 20036 ($16.50, prepaid).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Presidents; *Endowment Funds; *Financial Support; *Fund Raising; Institutional Advancement; *Postsecondary Education; Private Colleges; Proprietary Schools; Questionnaires; School Surveys; State Universities; Volunteers
IDENTIFIERS- Endowed Chairs

Information on how universities, colleges, and independent schools solicit major gifts is presented, based on results of a survey of 68 institutions. The pattern among institutions was to define major gifts as those $100,000 and up, while leadership gifts ranged from $10,000 to $100,000. Thirty-eight of the schools had one or more professionals working full time on major gifts; thirty of the 38 schools had two or more major gifts staff. Of the schools that have no major gift officer, the responsibility for seeking such gifts rested with the president (headmaster), trustee and key volunteers, and the chief development officer. The effectiveness of volunteers versus senior institutional officers was also assessed. Major gifts were obtained in roughly the following percentages for the three soliciting groups: volunteers (39 percent), presidents or headmasters (38 percent), and development officers (23 percent). The median price for an endowed professorship was $750,000. Thirty-six of 53 respondents said that at least half the cost of a building must be gifted to name it for the donor. Appendices include the questionnaire, a list of the participating institutions, total responses for each questionnaire item, along with comments. (SW)

ED 248 831 IR 011 280

Naiman, Adeline
Microcomputers in Education: An Introduction.
Northeast Regional Exchange, Inc., Chelmsford, MA.; Technical Education Research Center, Cambridge, Mass.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jan 82
NOTE- 86p.
GRANT- NIE-G-81-0034
AVAILABLE FROM- Northeast Regional Exchange, Inc., 34 Littleton Road, Chelmsford, MA 01824 ($6.00 per copy; $5.00 per copy for 10 or more).
LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Computer Oriented Programs; Computer Software; *Decision Making; *Information Sources; *Microcomputers; Models; *Program Development; Program Evaluation; *Program Implementation; Staff Development
IDENTIFIERS- Computer Uses in Education; New York; Software Evaluation; Software Reviews

This general introduction to educational uses of microcomputers provides basic information to assist educators, parents, and concerned citizens in implementing microcomputer programs in the schools. An overview and brief history of educational computing is followed by suggestions which emphasize the need for planning, including pitfalls to avoid, establishing a planning group, and funding strategies. A range of state policies, practices, and services are described. Computer applications are listed and categorized as using the computer either as teacher, tool, object to be taught, or management tool. Ways to fit computers into school practice are also described, including the location of computers in relation to school use. Additional topics include the types of information needed to begin a program; information sources; hardware; software/courseware; staff development programs; and program evaluation criteria. An appendix contains a decision model for microcomputer purchasing; a reference list of periodicals, software review sources, bibliographies, books, and associations; sample software evaluation forms; a partial list of northeast user groups; a partial list of software suppliers; and charts from an August 1981 survey of instructional computer use in public schools in the New York State capital district. (LMM)

Hunter, Susanne M.
The Impact of the Microcomputer Labs, 1983 January to June. A Special Report to the Deputy Superintendent.
Vancouver School Board (British Columbia).
REPORT NO.- SR-093

PUB DATE- Sep 83
NOTE- 46p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Community Education; Elementary Education; Evening Programs; Foreign Countries; *Inservice Teacher Education; *Learning Laboratories; *Microcomputers; *Pilot Projects; Postsecondary Education; Surveys; Tables (Data); *Use Studies

This study evaluated the multi-use concept and impact of 30 microcomputers in 2 laboratories of 15 microcomputers each, which were placed in 8 Vancouver, British Columbia, elementary schools for 5 weeks each between January and June 1983. Approximately 2,780 elementary students and 120 elementary teachers, 300 district teacher inservice participants, and 90 night school students were exposed to the microlabs. Feedback on school use, staff professional development, night school, and general issues was obtained through small discussion groups in four pilot schools and through surveys in the remaining four schools. The host school teachers and administrators, the inservice instructors and participants, and the night school instructors and students all reported having a successful experience with the microlabs. Teachers and administrators of the host schools expressed a desire to keep the microlabs and were anxious to know when the microlabs would return to their schools. This report includes a detailed description of the study and three appendices reporting the reactions of the three groups of microlab users. (LMM)

ED 248 890 IR 011 366

Wise, Lauress L.; And Others
Development and Validation of Army Selection and Classification Measures. Project A: Longitudinal Research Database Plan. Research Report 1356.
Human Resources Research Organization, Alexandria, Va.
SPONS. AGENCY- Army Research Inst. for the Behavioral and Social Sciences, Alexandria, Va.
PUB DATE- Dec 83
NOTE- 99p.
CONTRACT- MDA903-82-C-0531
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Software; *Databases; Data Collection; Data Processing; Editing; *Information Retrieval; *Information Storage; Military Organizations; *Military Personnel; Performance Factors; Performance Tests; *Predictor Variables
IDENTIFIERS- *Army; Computer Security

This report describes plans for the development of a major longitudinal research database designed to support the development and validation of new predictors of Army performance, and also new measures of Army performance against which the new predictors can be validated. The following aspects of the database are addressed: (1) the anticipated data elements through Fiscal Year (FY) 1986/87 (the database will include already existing data on FY 81/82 enlistees and their training and scores on the Skills Qualification Test from the Army Enlisted Masterfile, as well as initial predictor measures, training measures, first and second tour performance measures, an experimental predictor battery, and Army-wide performance measures); (2) editing procedures for assuring the accuracy of the data entered, such as linkage to other files, elimination of duplicate records, individual field edits, and machine correction or imputation; (3) storage and access procedures, including the anticipated structure for primary soldier, applicant, sample soldier, soldier progress, field test, and task files, as well as updating procedures; (4) documentation and dissemination formats and standards; and (5) security procedures. (Author/LMM)

ED 249 003 RC 014 890

Educational Telecommunications in Small Rural Schools. State of New York Pilot Program for Assessment and Implementation of Educational Telecommunications Applications as an Alternative to Strengthen Small Rural Schools.

AT&T Communications, Inc., New York, NY.; Delaware-Chenango-Madison-Otsego Board of Cooperative Educational Services, Albany, NY.; New York State Education Dept., Albany.; New York State Legislative Commission on Rural Resources, Albany.

PUB DATE- 1 Jul 84
NOTE- 37p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cooperative Programs; Definitions; Delivery Systems; *Educational Innovation; Elementary Secondary Education; Needs Assessment; Networks; *Pilot Projects; *Program Design; Rural Education; *Rural Schools; School Business Relationship; Small Schools; State Federal Aid; State School District Relationship; *Telecommunications
IDENTIFIERS- AT and T Communications Inc; Boards of Cooperative Educational Services; *Collaboratives; *New York; New York State Education Department; New York State Legis Comm on Rural Resources

The use of communications technology as an influential educational tool to meet such pressing concerns as increased academic requirements and shrinking financial resources will be tested in one of the most geographically remote areas of rural New York State. The pilot laboratory will consist of an 18-member school district consortium that is currently part of the Delaware-Chenango-Madison-Otsego Board of Cooperative Educational Services. Building on the pioneering efforts of other innovative rural schools throughout the country that have successfully integrated a new wave of communications technology into the classroom setting, the Delaware-Chenango program will combine a federal-state-local-private sector partnership critical to the strategic development of a comprehensive communications network. A state-level task force will be created to provide the standard for a self-sustaining network, including on-going development of a state-local educational telecommunications capability, as well as identification and encouragement of research, development, and strategies to support implementation of cost-effective educational innovations in rural New York State. Collaborating in a microcosm of rural America, the pilot program will provide its state-level co-sponsors, the New York State Education Department and the New York State Legislative Commission on Rural Resources, and a private sector sponsor--AT&T Communications, Inc.--with innovations for replication in other rural areas. (Author/BRR)

ED 249 017 RC 014 961

Emerson, Robert C.
An Assessment of the Need for Elementary School Counsellors in a Small, Rural British Columbia School District.
Educational Research Inst. of British Columbia, Vancouver.
PUB DATE- May 84

NOTE- 139p.; Master's Thesis, University of Victoria, British Columbia.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Administrator Attitudes; Community Characteristics; *Counseling Services; Definitions; Elementary Education; *Needs Assessment; Parent Attitudes; Questionnaires; *Rural Education; *School Counselors; *School District Size; *Small Schools; Student Attitudes; Teacher Attitudes
IDENTIFIERS- *British Columbia

To assess the need for elementary school counselors, 75 superintendents of school districts thoughout the province as well as 200 elementary school parents, 80 teachers, 4 principals, and 200 students from a small, rural school district in the British Columbia interior were surveyed using self-report questionnaires. The assessment provided information regarding the types of counseling programs and the levels of service offered throughout the province, and focused especially on small, rural school districts. Both qualitative and quantitative data were analyzed focusing upon perceptions of needs, assessment of current local service levels, possibilities for improving service levels, and provincial service level norms, in relation to elementary school counseling. Superintendents indicated a wide range of types of levels of services offered by school districts throughout the province of British Columbia. Parents and teachers indicated they perceived a need for a counseling service provided by their small, rural school district. Students indicated neither a strong need nor lack of need for a counseling service. (Author/BRR)

ED 249 071 SE 045 076

Migratory Birds. Issue Pac.

Fish and Wildlife Service (Dept. of Interior), Washington, D.C.

PUB DATE- 84
NOTE- 30p.; Poster has not been filmed due to size. For other packets in this series, see SE 045 073-078.
AVAILABLE FROM- National Institute for Urban Wildlife, 10921 Trotting Ridge Way, Columbia, MD 21044 ($5.00). Packet includes poster.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Animals; Ecology; *Environmental Education; Intermediate Grades; Junior High Schools; *Learning Activities; *Ornithology; Outdoor Activities; Science Education; *Wildlife; Wildlife Management
IDENTIFIERS- *Bird Migration; Birds

The materials in this educational packet are designed for use with students in grades 4 through 7. They consist of an overview, teaching guides and student data sheets for three activities, and a poster. The overview discusses why, how, where, and when birds migrate as well as problems birds encounter while migrating; the importance of research and management is also addressed. A glossary and list of reference materials are included. The teaching guides contain a list of learning outcomes, instructional strategies, a list of materials needed, and an activity review sheet (with answers). The activities focus on: (1) three methods of migratory bird navigation, difficulties encountered during migration, and using a compass to follow a course; (2) mapping the migration route of a flock of Canada geese; and (3) the migration of the whooping crane (this activity is in the form of a board game). The poster is used to illustrate the migratory routes of several species and Canada geese. Two additional activities are included: making a bird by means of paper folding (origami) and matching illustrations of birds in flight to their names and resting silhouettes. (JN)

ED 249 085 SE 045 092

Myers, Edwin C.; Mineo, R. James
Mathematics and Science Instruction in Southern California.
Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- TR-83
PUB DATE- 17 Oct 83
NOTE- 49p.
CONTRACT- NEC-00-3-0064
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Algebra; Data Analysis; *Enrollment Trends; *Mathematics Instruction; Mathematics Teachers; Minimum Competencies; *Science Instruction; Science Teachers; Secondary Education; *Secondary School Mathematics; *Secondary School Science; Tests; *Textbooks
IDENTIFIERS- *Mathematics Education Research; Science Education Research

To provide information to support school district considerations of changes in mathematics and science instruction, three issues were considered: (1) the adequacy of the California Basic Education Data System (CBEDS) for supporting an analysis of subject matter instruction; (2) the distribution of teaching effort and student enrollments among science and mathematics courses; and (3) subject matter coverage as reflected by textbook use. Some discrepancies were found between data from a special survey and the CBEDS, but these were not of sufficient magnitude to justify the costs of collecting new data. Therefore, CBEDS data for 1982 were used to analyze enrollments and levels of teaching effort for mathematics and science courses in grades 9-12. Mathematics accounted for 12.6% of the enrollments and 13.3% of the effort, while the data for science were 6.4% and 6.5%, respectively. Course content was examined, using beginning algebra for the textbook analysis. On the average, about two-thirds of the lessons in the four textbooks were devoted to topics in the state competencies statement. While the structure and content were similar, differences in textbooks were also noted. A comparison with SAT content indicated some disparities with the competencies statement. Tables present the data and other information. (MNS)

The Interesting World of Insects. A Fall Activity Packet for First Grade.

Jackson Community Coll., MI. Dahlem Environmental Education Center.
SPONS. AGENCY- Department of Education, Washington, DC. Inst. of Museum Services.
PUB DATE- 83
NOTE- 36p.
GRANT- G008103172
AVAILABLE FROM- Dahlem Environmental Education Center, Jackson Community College, 7117 South Jackson Rd., Jackson, MI 49201.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Animal Behavior; *Animals; *Elementary School Science; *Entomology; *Environmental Education; *Field Trips; Grade 1; Interdisciplinary Approach; Learning Activities; Outdoor Activities; Primary Education; *Science Activities

This instructional packet is one of 14 school environmental education programs developed for use in the classroom and at the Dahlem Environmental Education Center (DEEC) of the Jackson Community College (Michigan). Provided in the packet are pre-trip activities, field trip activities, and post-trip activities which focus on the characteristics and behavior of insects. Strategies for using these activities with first grade students are also provided. The four pre-trip activities focus on insect anatomy, insect life cycles, and the roles insects play. Four activity sheets and a letter to parents explaining the purpose of the program are included. The eight post-trip activities provide students with such experiences as making an insect net, using a classification key, and making insect "motels." Additional activities are also suggested. A list of formal and non-formal objectives and instructions for both indoor and outdoor field trip activities at the DEEC are provided in a separate field trip guide. (JN)

ED 249 115 SO 015 809

A Decade of Family Planning Progress. Draper Fund Report No. 13.
Draper World Population Fund, Washington, D.C.

PUB DATE- Jun 84
NOTE- 33p.; Photographs may not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Birth Rate; Contraception; *Developing Nations; *Family Planning; Futures (of Society); Models; *Population Growth; Population Trends; Program Descriptions; Public Policy; Social Attitudes; Social Change
IDENTIFIERS- Africa; Asia (East); Asia (Southeast); Asia (Southwest); Caribbean; China; Latin America; Middle East

World population growth and family planning progress in developing nations are discussed. The Draper Fund, established within the Population Crisis Committee (PCC) in 1975 to honor PCC's principal founder, encourages and funds activities which promise the greatest impact in slowing world population growth. There are 10 articles and an editorial. The first article discusses the agenda of the U.N. International Conference on Population held in Mexico City in August of 1984. Attitudes toward family planning and ways to take family planning to the people are the foci of the second and third articles. Contraceptive technology is discussed in the fourth article. Articles 5 through 10 assess family planning programs in Africa, the Middle East, Southwest Asia, East and Southeast Asia, China, and Latin America and the Caribbean. The report concludes that despite important changes in public attitudes and official policies, progress has not been rapid or widespread enough to reduce population pressures in the majority of developing countries. Future efforts must be intensified. (RM)

ED 248 733 HE 017 094

Eagan, Eileen
Class, Culture, and the Classroom: The Student Peace Movement of the 1930s.

REPORT NO.- ISBN-0-87722-236-3
PUB DATE- 81
NOTE- 330p.; Part of the American Civilization Series, edited by Allen F. Davis.
AVAILABLE FROM- Temple University Press, Broad & Oxford Streets, Philadelphia, PA 19122 ($22.50).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Historical Materials (060) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Freedom; *Activism; Civil Liberties; *Demonstrations (Civil); Educational History; Government School Relationship; Higher Education; Marxism; *Peace; *Political Attitudes; Religious Factors; *Student Attitudes; Student College Relationship; *United States History; War; World Affairs
IDENTIFIERS- World War I

The origins of the student movement of the 1930s are discussed, with attention to internal dynamics and reactions to external events, and the impact on student attitudes today. After providing a background of the antiwar movement, individual university revolts and strikes are considered. An explanation is offered concerning students' thoughts and fears about the Spanish Civil War and their concern about America's own movement toward World War II. Additionally, the woman's role in the peace movement and the alternative it offered to the traditional collegiate male code of conduct are considered. Additional topics include: the influence on the movement of Marxism, religion, progressivism, and the revisionist view of the Great War; the relationship between government and education and attitudes toward academic freedom; and the development of a new kind of American student, who was to become a model (both positive and negative) for student activists of a later generation. It is noted that in the 1930s American radicalism was resurrected in a setting of economic catastrophe and international conflict. Although the movement did relate specifically to student issues, the main focus and the most successful issue in winning mass student support was the question of war and peace. (SW)

ED 248 746 HE 017 604

Hebbeler, Evangeline L.

Dental Education and Supply of Dentists: Policy Issues of the Eighties.

Southern Regional Education Board, Atlanta, Ga.
PUB DATE- 84
NOTE- 44p.
AVAILABLE FROM- Southern Regional Education Board, 1340 Spring Street, N.W., Atlanta, GA 30309 ($3.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Demand Occupations; Dental Students; *Dentistry; *Educational Policy; *Enrollment Trends; *Geographic Distribution; Geographic Regions; Higher Education; *Labor Market; Labor Supply; Minority Groups; Population Trends; Professional Education; Tuition
IDENTIFIERS- *United States (South)

Recent trends in dental education and the supply of dentists for the South are examined to assist state policymakers and school officials. The supply of dentists has increased faster than the population over the past decade and will continue to increase through 1990; in the south the rate of growth exceeded the national rate. At the same time, the demand for dental services has declined, primarily due to a slowing in population growth, a depressed economy, and reduced dental disease for some groups. The ratios of dentists to the population vary significantly among states and within states, and shortages of dentists in inner-city and rural areas have been documented. Changes in the population and economic base of the state influence the demand for dental services. The scope and number of public dental service programs and the availability of dental insurance also affect demand. The current decline in dental school enrollments and the increase in tuition will have an adverse effect on access to dental education for minorities. Recommendations are offered concerning opportunities for minorities who want to study dentistry, educational supply and demand in dental schools, the distribution of dentists to underserved areas, the efficiency of state-supported dental schools, and general practice residency positions. (SW)

ED 248 760 HE 017 624

King, James R.; And Others
Integrating Study Skills and Orientation Courses. College Reading and Learning Assistance Technical Report 84-07.
PUB DATE- May 84
NOTE- 42p.; For related documents, see HE 017 623-626.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- College Environment; College Students; Course Descriptions; Guides; Learning Experience; Libraries; Library Skills; *Notetaking; Postsecondary Education; *Reading Skills; Research Skills; *School Orientation; Student Developed Materials; *Student Personnel Services; *Study Skills; Test Wiseness; Training; Vocabulary Development

A college-level integrated study skills and orientation course is described. The unique aspect of the course is that learning/teaching occurs in the context of the university environment. Learning experiences generally utilized with this approach to reading and study skills instruction are illustrated by the following projects: an organized notetaking approach for lectures, a reading-study approach for textbook study, a test-taking skills unit, a vocabulary development component, class meetings outside the classroom, and a college survival manual. Included as Appendix A is a course outline indicating topics, activity, assignment, materials, and campus location for each of the 14 weeks of the course. Other appended materials include: an outline of the Cornell Method for taking class notes, a list of 300 practical words for college survival, instructions for developing a collection of words that personally interest the student, a library research assignment, an assignment for a group presentation on how to study a particular college-level subject; and instructions for developing a college survival manual. This survival manual consists of students' own writings and includes tips on registration procedures and other activities, an academic referral section with information on resource centers on campus, and guidelines for reading and studying. A list of references is also provided. (SW)

ED 248 774 HE 017 639

Geographic Origins of Students, Fall 1983. Volume II.
State Univ. of New York, Albany. Central Staff Office of Institutional Research.
REPORT NO.- SUNY-OIR-2-84A
PUB DATE- Jun 84
NOTE- 505p.; For related document, see HE 017 638.
LANGUAGE- English
EDRS Price - MF02/PC21 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agricultural Colleges; College Transfer Students; Community Colleges; *Enrollment Trends; Foreign Students; Full Time Students; *Geographic Distribution; Graduate Students; Higher Education; *In State Students; *Out of State Students; Part Time Students; *Place of Residence; School Location; State Colleges; *State Universities; Undergraduate Students
IDENTIFIERS- *State University of New York

Fall 1983 statistics on the geographic origins, or permanent residence, of students attending institutions of the State University of New York are presented. This second of two volumes presents fall 1983 data and trend data for 1959-1983. Separate tables are provided for each New York State county, and data on the permanent residence of students from outside the state are broken down by standard geographic regions. Additional tables display the percent distribution of all undergraduate, graduate, first-time, and transfer undergraduate credit course students in terms of institutional totals distributed across the four New York State Planning Regions, and region totals distributed across institutions. The trend data are provided by individual institution and institutional type regarding the percent of the institution's full-time students who come from New York State but outside the area of the institution's location, who come from the United States but outside of the state, and who come from a foreign country. (SW)

ED 248 788 HE 017 653

Boli, John; And Others

Degrees Granted and Course Enrollments by Field of Study. Second in a Series about the Stanford Curriculum Study.
Stanford Univ., CA. Office of Undergraduate Research.
SPONS. AGENCY- Metropolitan Life Foundation.
PUB DATE- 84
NOTE- 42p.; For related documents, see HE 017 652-655.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Records; *Bachelors Degrees; College Curriculum; *Credit Courses; Databases; Departments; Earth Science; Engineering; *Enrollment Trends; Higher Education; Humanities; Institutional Research; Interdisciplinary Approach; *Majors (Students); Natural Sciences; Social Sciences; *Undergraduate Students
IDENTIFIERS- *Stanford Curriculum Study; Stanford University CA

As part of the Stanford Curriculum Study, information is provided on the university's approach to monitoring undergraduate education through research into student academic records. Trends in bachelor's degrees granted in the various departments from 1960-1961 to 1981-1982 at Stanford are charted and compared to national trends. Course enrollments are also examined, along with policy implications of the results. Data were obtained for the following six school divisions: School of Earth Sciences, the School of Engineering, and four divisions within the School of Humanities and Sciences--humanities, natural sciences, social sciences, and interdepartmental programs. Looking at the 7 years covered by the Curriculum Study (after 1975), significant declines for numbers of bachelor's degrees granted were found in three school divisions (humanities, social sciences, and natural sciences), and large increases in the other divisions (interdepartmental programs, engineering, and earth sciences). Although the humanities, social sciences, and natural sciences experienced a decrease in graduates in recent years, none of these divisions suffered losses in their overall course enrollments. Enrollments in the interdepartmental programs and engineering departments increased. (SW)

ED 248 817 HE 017 698

Quay, Richard H.
The New Right and American Education: A Bibliography. Public Administration Series Bibliography P-1508.
REPORT NO.- ISBN-0-89028-078-9
PUB DATE- Aug 84
NOTE- 10p.
AVAILABLE FROM- Vance Bibliographies, P.O. Box 229, Monticello, IL 61856 ($2.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Censorship; Elementary Secondary Education; Higher Education; Intellectual Freedom; *Political Influences; *Public Education; *Religious Factors; *State Church Separation
IDENTIFIERS- Conservatism; *New Right; *Secular Humanism

A bibliography of approximately 88 materials on the new right and education in the United States is presented. Although some of the publications are from the 1970s, most cover the 1980-1983 period. Specific topics include the following: school politics and the influence of interest groups and social movements; secular humanism and the schools; textbook and curriculum censorship in public schools; taking the moral majority seriously; the New Right movement and its impact; conservative pressures on the curriculum; censorship and creationism; the effect of conservatism on teacher education; morality, ethics, and the New Right; the resurgence of conservative Christianity (the Fundamentalist phenomenon); the new Christian right as a social and political force; the question of whether political ideologies influence education in the United States; the future of education's liberal consensus; the effect of new conservatism on women in education; the case for tuition tax credits; and the balance between church, state, and the schools. (SW)

ED 248 860 IR 011 309

Taitt, Kathy
TLC for Growing Minds. APPLE II Programming Manual, Volume 4.
REPORT NO.- ISBN-0-88193-004-0
PUB DATE- 83
NOTE- 59p.; For related documents, see IR 011 306-311, IR 011 314-316, and IR 011 318-319. This manual is also available for TRS-80, IBM PC, Commodore 64, PET, ATARI, TI-99/4A, and VIC-20.
AVAILABLE FROM- Creative Learning Association, Inc., RR#4, Box 330, Charleston, IL 61920 ($9.95 per copy; quantity discounts available).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; *Computer Science Education; Computer Software; Elementary Secondary Education; Input Output Devices; Instructional Materials; *Learning Activities; *Microcomputers; Problem Solving; *Programing; Programing Languages
IDENTIFIERS- Apple II; *BASIC Programing Language

Designed to improve students' thinking, learning, and creative skills while they learn to program a microcomputer in BASIC programing language, this instructional manual for intermediate learners provides a brief section of information for each new topic together with a sample program to enter, run on the computer, and observe; a suggested change to clarify the principle being taught, and a challenge requiring use of the new principles. Each chapter includes a review. Individual chapters describe the subroutine commands GOSUB, RETURN, ON-GOTO, and ON-GOSUB; tabulating with the commands PRINT TAB(X), HTAB(X), and VTAB(X); SOUND, DIM(X), and CLEAR; and READ, DATA, RESTORE, TRACE, and NO TRACE. A reference chart displays commands and their functions. Separate color coded project books for elementary, junior high, and high school/adult students are available for this manual. (Author/LMM)

ED 248 905 JC 840 299

Warren, William C.; Mahoney, James R.

Occupational Education and Mathematics: Ownership Makes the Difference.

PUB DATE- Jul 84
NOTE- 14p.; Paper presented at the Sloan Foundation Conference on New Directions in Two-Year College Mathematics (Atherton, CA, July 11-14, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Standards; Accountability; *College Mathematics; *Educational Objectives; *General Education; Remedial Mathematics; *School Responsibility; *Student Evaluation; Teacher Responsibility; Two Year Colleges; *Vocational Education

A discussion is presented of the relationship between community college general education mathematics courses and the technical education curricula they support. Introductory remarks sketch the history and emphasis of community colleges; review President Truman's Commission on Higher Education's recommendations concerning the functions of community colleges; and list the National Commission on Excellence in Education's indicators of risk that are relevant to mathematics and general education. The report then identifies and discusses four areas involved in the process of interaction between mathematics departments and vocational-technical education departments: (1) the establishment of standards for both entrance and exit competencies; (2) the evaluation of incoming students relative to entrance competencies; (3) the specification of remediation for those not qualifying for unconditional entrance; and (4) the maintenance of standards in determining academic progress. The problems and issues inherent in each one of these areas are addressed, and solutions are suggested which focus on the concept of "ownership," that is, the responsibility an instructor, department, or institution accepts for the success or the deficiencies demonstrated by the graduates of a program. The paper concludes with the argument that "ownership" must be accepted by general education faculty as well as vocational/technical faculty. (LAL)

ED 248 919 JC 840 512

Mullen, Ray; And Others
General Studies for the Fine Arts: An Alternative.
Kirkwood Community Coll., Cedar Rapids, Iowa.
PUB DATE- 1 Oct 84
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; *Art Education; *Associate Degrees; Community Colleges; Educational Benefits; *Fine Arts; *General Education; *Independent Study; Program Descriptions; Two Year Colleges

In response to the growing trend toward lifelong learning by mature, goal-seeking adults, Kirkwood Community College has designed two unique, nontraditional programs which emphasize the students' unique interests, skills, background and goals: the Associate of General Studies (AGS) degree program and the Independent Study in Fine Arts Program. Through the development of these two innovative programs, the fine arts have found their place in the community college curriculum, providing a valuable and practical educational experience. The AGS is an individually designed and college-approved degree which considers the student's prior job experiences, personal achievements and previous educational course work. The program involves an orientation session, assessment of student background and abilities, the formulation of educational goals to be pursued, the assignment of a mentor with expertise in relevant areas, and the completion of the requirements of the student's educational plan. The Independent Study in the Fine Arts Program is a more specialized educational experience focusing on the skills necessary to produce a marketable and competitive art object. Similar in concept to the old world practice of apprenticeship, the program involves students learning through practical experience under the close supervision and guidance of the instructor. Independent study opportunities are available in ceramics, painting, and photography. A discussion of program benefits and an outline of the independent study program are included. (LAL)

ED 248 933 JC 840 528

Walter, James A.
Paired Classes: Write to Learn and Learn to Write.
PUB DATE- Oct 84
NOTE- 8p.; Paper presented at the Annual Meeting of the Community College Humanities Association (Kalamazoo, MI, October 5-6, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Colleges; *Content Area Writing; Course Content; Course Objectives; *Humanities Instruction; *Interdisciplinary Approach; Program Descriptions; Two Year Colleges; *Writing Instruction
IDENTIFIERS- *Sinclair Community College OH; *Writing Across the Curriculum

Writing across the curriculum involves helping students to learn how to learn by using appropriate parts of the writing process, to understand that certain standards are important if they are to be considered educated, and to ascertain that writing and learning involve similar procedures and methods. At Sinclair Community College, a writing across the curriculum approach was implemented by one instructor through a system of paired classes. Students were offered the opportunity to sign up for specific sections of a writing course and a humanities course, earning three credits for the completion of each. Students do the usual writing assignments for the humanities course, and work on these and other assignments in the writing course. In this way, writing becomes a special way of mastering the content material. The humanities course is structured according to mastery learning techniques in easily manageable units. At the end of each mastery learning unit, the students must produce a written composition to fulfill an assignment, and throughout the unit the students are actively seeking, writing down, and relating information. The humanities and writing classes are scheduled back-to-back, which allows extra flexibility in using class time. (HB)

ED 248 961 PS 014 574

The Early Childhood Services Coordination Evaluation. Executive Summary.
Harvey Social Research, Ltd., Sherwood Park (Alberta).
SPONS. AGENCY- Alberta Dept. of Education, Edmonton.
PUB DATE- Sep 83
NOTE- 15p.; For the main report, see PS 014 573.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Committees; *Coordination; Early Childhood Education; Foreign Countries; *Pilot Projects; *Program Evaluation; *Regional Cooperation; Regional Planning; Regional Programs; *Young Children
IDENTIFIERS- *Alberta; Early Childhood Services (Alberta)

In addition to making recommendations for more effective coordination of Early Childhood Services (ECS) in Alberta, Canada, this document assesses a 3-year pilot study in which five regional coordinating committees were granted funds to increase the coordination of services in their regions. Evaluation data were collected from the committees and agencies through interviews, questionnaires, observations, and document analyses at the beginning, midterm, and end of a 2-year evaluation period. Parents were contacted at the end of the evaluation period in June 1983. The regional coordinating committees had been given very general guidelines and therefore varied widely in the number and background of their members, the frequency of their meetings, and the direction and form of their activities. While all committees used part of their funds to hire a regional coordinator, the role and responsibilities of each coordinator also varied. The committees additionally were evaluated in terms of their accomplishment of planning, communication, and action goals; their effectivenesss in organizing work and developing human resources; and their success in increasing the level of coordination activities in their regions. Fourteen specific conclusions about committee problems, recommendations for their improvement, and the rationales behind the recommendations conclude the summary. (CB)

ED 248 975 PS 014 590

Bird, J. Elisabeth
Development of Children's Understanding of the Concepts "Easy" and "Hard" in Judging Task Difficulty.
PUB DATE- Apr 84
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Development; *Competence; *Comprehension; *Concept Formation; Developmental Stages; *Difficulty Level; Elementary Education; Elementary School Students; Foreign Countries; Hypothesis Testing; *Preschool Children; Preschool Education; *Self Evaluation (Individuals)
IDENTIFIERS- New Zealand; Semantic Features

Three studies of children at two developmental levels were made to assess subjects' understanding of the verbal terms "easy" (to do) and "hard" (to do). Such understanding was studied in the context of statements about personal competence at depicted activities. Behavioral criteria of levels of understanding were employed; these criteria were independent of the accuracy or realism of the child's self-evaluations. For the 3- and 4-year-old children in the first two studies, the external consistency of easy/hard assessments with responses to the terms "can" (do) and "can't" (do) was examined. At the higher developmental level explored in the third study, internal dimensional consistency was examined in 5- and 7-year-olds' understanding of the terms. Findings at both levels matched the developmental sequence postulated by Heckhausen (1982) for the child's acquisition of concepts associated with achievement-related behavior. Results were not consistent with the positives-first prediction of the semantic feature hypothesis. (Author/RH)

ED 248 989 PS 014 617

The Effects of the Head Start Program on Children's Cognitive Development. Preliminary Report. Head Start Evaluation, Synthesis and Utilization Project.

Administration for Children, Youth, and Families (DHHS), Washington, D.C.

REPORT NO.- DHHS-OHDS-83-31186
PUB DATE- Sep 83
NOTE- 154p.
CONTRACT- 105-81-C-026
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 017-092-00094-4, $5.00).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Development; Early Childhood Education; *Individual Characteristics; Meta Analysis; *Outcomes of Education; *Preschool Children; *Program Effectiveness
IDENTIFIERS- *Program Characteristics; *Project Head Start

The purpose of this review of selected literature is to further extend knowledge about the effects of Head Start on cognitive development. From a comprehensive collection of over 1,400 documents concerning Head Start, 71 studies were selected for review and coded to permit a meta-analytic, quantitative analysis of findings. The coding system recorded a statistical estimate of effect size, which was an outcome measure based on a comparison of the cognitive performance of two groups. The 71 studies yielded 148 comparisons and 449 effect sizes. For each effect size, the characteristics of the Head Start experience for each group investigated and the characteristics of the children in each group were coded. Additional information was also recorded on the design of the selected studies and on the measurement of the cognitive domain. After an overview of the report provided in chapter I, chapter II briefly discusses the review in terms of cognitive development and the methodological and analytical procedures employed. Chapter III (1) specifies the kinds of cognitive gains made by children participating in Head Start; (2) discusses the program in terms of duration, classroom composition, staff training, the special parent program, curriculum, and the program operator; and (3) describes demographic characteristics of children served by Head Start, with specific attention being given to maternal education, single-parent families, family size, IQ at enrollment, effects of minority participation, and age at enrollment. Related materials are appended. (RH)

ED 249 031 RC 014 987

More, Arthur J.
Quality of Education of Native Indian Students in Canada: A Review of Research.
PUB DATE- Jul 84
NOTE- 33p.; Paper presented at the Mokakit Indian Education Research Conference (London, Ontario, Canada, July 25-27, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *American Indian Education; *Canada Natives; Case Studies; *Educational Quality; *Educational Research; Foreign Countries; High Schools; *Research Methodology
IDENTIFIERS- *Methodology for Assaying Goals in Education; Process Product Relationship; *Qualitative Analysis

A review of 15 case histories and 3 general studies reveals major deficiencies in research efforts to determine the quality of education for Native Indian students in Canada. Studies lack definition of the key term "quality of education," overuse provincial standards to indicate quality, and fail to establish the relationship between community goals and quality of education. Studies reviewed also failed to include existing long-term successful schools, focused on narrow issues, and neglected community involvement after the planning stage. Reliable studies will evaluate the quality of education according to preparation for total living, facilitation of free life and work choices, and enabling of individual advancement. They will include promotion of identity and self-worth, completion of high school, school achievement, and Indian self-determination as product variables and Indian philosophy and cultural relevance, quality of curriculum and instruction, facilities, and teacher preparation and inservice training as process variables. Improving the currently poor quality of Indian education is contingent on research which establishes concrete standards, follows through with high-quality study implementation, distinguishes between education and schooling, develops specific recommendations based on study outcomes, and relinquishes heavy reliance on community surveys. (MM)

ED 249 044 SE 044 886

Mintzes, Joel J.; Arnaudin, Mary W.

Children's Biology: A Review of Research on Conceptual Development in the Life Sciences.

North Carolina Univ., Wilmington. Dept. of Biological Sciences.

PUB DATE- Aug 84

NOTE- 43p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- *Biological Sciences; *Concept Formation; Concept Teaching; Elementary Secondary Education; Higher Education; Literature Reviews; *Science Education; *Science Instruction; *Scientific Concepts

IDENTIFIERS- *Misconceptions; *Science Education Research

Sixty-eight studies on conceptual development in the biological sciences are reviewed. These studies originated in North America, Europe, Asia, Africa, and Australia. Each study was classified by type of concept(s) under investigation and by the research method employed (focusing on the mode of inquiry and the mode of assessment used). When classified by concepts, five distinct groups were identified. They include children's concepts of: (1) life (living versus nonliving) and death; (2) plants and animals; (3) the human body; (4) biological continuity (reproduction, genetics, and evolution); and (5) other biological phenomena. These studies demonstrate the existence and tenacity of children's alternative conceptions in biology and that conventional teaching approaches often leave these preconceptions undisturbed. Therefore, several researchers have directed their efforts toward investigating the conditions under which students are likely to exchange an old concept for a new one and what teachers can do to facilitate this exchange. One model noted suggests that conceptual change begins a dissatisfaction with existing explanations; the model also suggests such change occurs when a new concept possesses more intelligibility, plausibility, and fruitfulness than an old concept. A list of references and tables summarizing study information are provided. (JN)

ED 249 058 SE 045 063

Brophy, M.; Fryars, M.
Soil and Living Things. Seychelles Integrated Science. Teacher and Pupil Booklets . Unit 4.
National Inst. of Pedagogy (Seychelles).
SPONS. AGENCY- Ministry of Education and Information (Seychelles).
PUB DATE- 83
NOTE- 53p.; Document contains several pages of marginal legibility. For units 1 through 13 of this series, see SE 045 060-072.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methcds/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Animals; Biology; Botany; Curriculum Development; Integrated Curriculum; Junior High Schools; *Plant Growth; *Science Activities; Science Curriculum; Science Education; *Science Programs; *Secondary School Science; Soil Conservation; *Soil Science; Units of Study
IDENTIFIERS- *Seychelles Integrated Science Program

Seychelles Integrated Science (SIS), a 3-year laboratory-based science program for students (ages 11-15) in upper primary grades 7, 8, and 9, was developed from an extensive evaluation and modification of previous P7-P9 materials. This P7 SIS unit focuses on: (1) the structure of the two main soil types in Seychelles; (2) the role of roots in plant growth; (3) the concept of the cellular nature of living things; (4) benefits of having earthworms in soil; (5) separating soil samples; and (6) the behavior of snails and the damage to agricultural crops caused by these animals. Provided for the unit is a student workbook and a set of teaching notes. The teaching notes include the general aims of the unit and a lesson plan for each topic area. Each lesson plan includes a suggested time frame, a list of objectives, a list of equipment needed, and a suggested lesson format. This format includes suggestions for introducing the lesson, instructional strategies (emphasizing procedures for student activities), and evaluation methods. The student workbook includes procedures for completing the unit activities and a list of new words keyed to page numbers in the workbook. (JN)

ED 248 846 IR 011 295

Glenn, Allen; Rawitsch, Don
Computing in the Social Studies Classroom.
International Council for Computers in Education, Eugene, Oreg.
PUB DATE- Aug 84
NOTE- 53p.
AVAILABLE FROM- International Council for Computers in Education, University of Oregon, 1787 Agate Street, Eugene, OR 97403-1923. (1-4 copies, $3.50 per copy; 10-99 copies, $2.80 per copy).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Managed Instruction; *Computer Oriented Programs; *Computers; Computer Simulation; Courseware; Elementary Secondary Education; Evaluation Criteria; Instructional Materials; *Social Studies
IDENTIFIERS- *Computer Uses in Education

This manual for social studies teachers examines the current status of computer use in social studies classrooms, suggests reasons to use the computer, and discusses five ways computers can be used in social studies; i.e., as a method of delivering content, as a tool for retrieving and analyzing information, as an example of technology use in society, as a tool for developing thinking skills, and as a classroom management aid. Specific applications are then described, including drill and practice and four commercial simulations: "Sell Bicycles" (economics); "Geography Search: A Geography Simulation"; "Oregon: A Historical Simulation"; and "People Using Computers: Exploring Computing's Social Impact." Consideration is given to the effective integration of computers into instruction and the classroom management issues raised by computer use. Information is provided on sources of social studies computing materials, including software directories, software

catalogs, commercial publishers, and professional journals. A discussion of computer materials evaluation covers instructional and computer-related criteria and criteria for product support. A final chapter considers the relationship of social studies computing activities (or products) to the school's overall instructional program. (LMM)

ED 248 947 PS 014 413

Board of Management, Institute of Family Studies, 1982-83 Annual Report.

Institute of Family Studies, Melbourne (Australia).

PUB DATE- 83
NOTE- 123p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Adoption; Children; Costs; Day Care; Divorce; Employed Parents; *Family (Sociological Unit); *Family Income; *Family Structure; Foreign Countries; *Laws; One Parent Family; *Residential Patterns; Social Services; *Social Support Groups; Stepfamily; Tax Rates; Unwed Mothers
IDENTIFIERS- *Australia

This third annual report presents the broad findings of studies attempting to provide a comprehensive description of the nature of families in Australia today and seeking to identify and analyze the many factors affecting their well-being. Studies that have not yet reached completion are also described. Specifically, six chapters cover (1) a reanalysis of census figures to provide data on changes in family composition; (2) studies and analyses of court and registry data to provide information on legal procedure related to families (the long term adjustment of mothers relinquishing their children for adoption and divorce issues such as property division, alimony, and maintenance and custody of children); (3) studies and census data on family economic issues (the cost of children, family income and housing, and the impact on families of the Australian tax transfer system); (4) studies of family support networks, including children's and marriage support services; (5) studies on family processes (children in two-parent and one-parent homes, children's reactions to divorce or the loss of a parent, and changes in marital relationships over time); and (6) the staffing and administration of the Institute of Family Studies. (CB)

ED 249 072 SE 045 077

Urban Areas. Habitat Pac.
Fish and Wildlife Service (Dept. of Interior), Washington, D.C.
PUB DATE- 84
NOTE- 28p.; Poster has not been filmed due to size. For other packets in this series, see SE 045 073-078.
AVAILABLE FROM- National Institute for Urban Wildlife, 10921 Trotting Ridge Way, Columbia, MD 21044 ($5.00). Packet includes poster.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Ecology; *Environmental Education; Intermediate Grades; Junior High Schools; *Learning Activities; Outdoor Activities; *Urban Areas; Urban Environment; *Wildlife; *Wildlife Management

The materials in this educational packet are designed for use with students in grades 4 through 7. They consist of an overview, teaching guides and student data sheets for three activities, and a poster. The overview discusses the city as an ecosystem, changing urban habitats, urban wildlife habitats, values of wildlife, habitat management, and encouraging wildlife in urban areas. A glossary and list of reference materials are included. The teaching guides contain a list of learning outcomes, instructional strategies, a list of materials needed, and an activity review sheet (with answers). In the activities, students: (1) learn how the urban environment support wildlife; (2) examine some of the effects of urban pollution on wildlife and human environments; and (3) develop a management plan to increase species diversity and encourage wildlife in the city. The poster illustrates two sites where peregrine falcons are known to rest (a mountain cliff and the ledge of a tall building) and the variety of wildlife in the city. Instructions for two additional activities are included: keeping a log of wildlife seen in the city and a maze puzzle involving a squirrel going through a city to reach a park. (JN)

ED 249 102 SE 045 116

Nature's Hitchhikers. A Fall Activity Packet for Second Grade.

Jackson Community Coll., MI. Dahlem Environmental Education Center.

SPONS. AGENCY- Department of Education, Washington, DC. Inst. of Museum Services.
PUB DATE- 82
NOTE- 48p.
GRANT- G008103172
AVAILABLE FROM- Dahlem Environmental Education Center, Jackson Community College, 7117 South Jackson Rd., Jackson, MI 49201.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Botany; Ecology; Elementary School Mathematics; *Elementary School Science; *Environmental Education; *Field Trips; Grade 2; Interdisciplinary Approach; Language Arts; Learning Activities; Outdoor Activities; *Plant Growth; Primary Education; *Science Activities; Social Studies
IDENTIFIERS- *Seeds

This instructional packet is one of 14 school environmental education programs developed for use in the classroom and at the Dahlem Environmental Education Center (DEEC) of the Jackson Community College (Michigan). Provided in the packet are pre-trip activities, field trip activities, and post-trip activities which focus on the characteristics of seeds. Strategies for using these activities with second grade students are also provided. The pre-trip activities focus on the nature of seeds, student's dependence on seeds and plants, the requirements for seed growth, and methods of seed dispersal. Five activity sheets and a letter to parents explaining the purpose of the program are included. The post-trip activities provide students with opportunities to investigate seed germination and plant growth. A list of formal and non-formal objectives for both indoor and outdoor field trip activities at the DEEC are presented in a separate field trip guide. Most of the activities are interdisciplinary and can enhance student skills in mathematics, reading, and spelling as well as science. In addition, the activities are designed to sharpen such skills as observing, classifying, measuring, and interpreting. (JN)

ED 248 789 HE 017 654

Boli, John; And Others

Sex Differences in Study Characteristics and Performance. Third in a Series about the Stanford Curriculum Study.

Stanford Univ., CA. Office of Undergraduate Research.

SPONS. AGENCY- Metropolitan Life Foundation.
PUB DATE- 84
NOTE- 35p.; For related documents, see HE 017 652-655.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; *Academic Records; College Curriculum; Comparative Analysis; Credit Courses; Databases; Engineering; Enrollment Trends; Higher Education; Humanities; Institutional Research; *Majors (Students); Natural Sciences; *Sex Differences; Social Sciences; Trend Analysis; *Undergraduate Students
IDENTIFIERS- *Stanford Curriculum Study; Stanford University CA

As part of the Stanford Curriculum Study, information is provided on sex differences in undergraduate students' characteristics and performance. Attention is directed to the effect of gender on major choice, classroom performance, awards earned at graduation, and related variables for graduates from 1975-1976 to 1981-1982. A comparison to national trends is also made. The findings indicate that there is considerable conformity to sex stereotypes among Stanford students in the majors they select and their classroom performance. Women come to Stanford with lower mathematics ability than men and are strongly influenced by their established abilities in their choice of major. Women tend to concentrate in the humanistic and social science areas while men favor engineering, the natural sciences, and several traditionally-male disciplines in other areas. On the whole, women at Stanford are similar to women in the nation in their degree of conformity to traditional sex differentiation. In addition, women perform less well in natural science and engineering courses; however, poorer performance by women in technical courses is limited mostly to introductory courses. The proportion of women in engineering and the earth sciences increased rapidly in the late 1970s. (SW)

Wheeler-Meehan, Linda; Hiatt, Diana Buell
Factors Related to Increase in Women Graduates from Professional Schools in U.S., 1960-1980.
PUB DATE- Apr 84
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 22-27, 1984).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Architecture; *Career Choice; *College Graduates; Dentistry; Employment Patterns; Engineering; *Females; Higher Education; Lawyers; Medicine; *Nontraditional Occupations; *Professional Education; Trend Analysis; Veterinary Medicine; *Womens Education

Changes in the percentage of women graduating from six male-intensive professions during 1960-1980 were analyzed, and the opinions of professional school deans about the causes of these changes were surveyed. The professions were medicine, veterinary medicine, dentistry, law, engineering, and architecture. Data were obtained from the National Center for Education Statistics regarding degrees conferred in these professions during 5-year increments. A 32-item questionnaire was developed and sent to deans at 464 professional schools. A total of 336 responses were obtained. In 1960 the percentage of women graduates for all six professions was 1.4 percent compared to 24 percent in 1980. The legal profession had the greatest increase in women graduates, graduating 2.5 percent women in 1960 and 41 percent in 1980. The greatest increase of women occurred during 1975-1980, after the enactment of legislation regarding women's rights. The most influential factors reported by deans included: increased number of female applicants, increased cultural acceptance of female professionals, increased social sanctions making the combination of a profession and family more acceptable, and positive female role models. The questionnaire items and responses are included. (SW)

ED 248 832 IR 011 281

School Utilization Study, 1982-83. Executive Summary.

Corporation for Public Broadcasting, Washington, D.C.; National Center for Education Statistics (ED), Washington, DC.

PUB DATE- 23 May 84
NOTE- 14p.; For related document, see ED 180 015.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrators; Audio Equipment; *Audiovisual Aids;
*Computers; *Educational Radio; *Educational Television; Elementary Secondary Education; National Surveys; School Surveys; Teachers; Television Viewing; *Use Studies; Video Equipment
IDENTIFIERS- Computer Users; Computer Uses in Education

A survey of the availability, use, and support--financial, personnel, and staff development--of instructional media in United States public and private elementary and secondary schools was conducted by the Corporation for Public Broadcasting and the National Center for Education Statistics. This study expanded on a 1976-77 study of school utilization of television by adding audio/radio and computers. A sample of 619 school superintendents, 1,350 principals and 2,700 teachers were queried about any in-school instructional applications of programming and equipment during the 1982-83 school year. When classifying responses, district size and wealth and school level were used to illuminate similarities and differences that existed in media use. Results of the survey showed that all three media were available to at least some teachers in most school systems; media use varied across media and school levels; financial support differed greatly according to district size and wealth; over 90% of districts offered inservice teacher training in some media; and some have media support personnel. Comparisons with results of the earlier study show that the status of television for instruction has remained relatively stable from 1976-1977 to 1982-1983, with fewer elementary and more secondary teachers using television. (LMM)

ED 248 876 IR 011 330

Zorkoczy, Peter; And Others
Opportunities for Information Technology-Based Advanced Educational Technologies. Final Report for the Commission of European Communities. Volume 1: Executive Summary; Volume 2: Main Report; Volume 3: Annexes.
Open Univ., Walton, Bletchley, Bucks (England).
SPONS. AGENCY- Commission des Communautes Europeennes (Luxembourg).
PUB DATE- May 84
NOTE- 256p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Communications; Computer Oriented Programs; Continuing Education; *Educational Technology; Foreign Countries; Industry; *Information Science; *Policy Formation; Prediction; Professional Education; *Technological Advancement; *Technology Transfer; *Training; Vocational Education
IDENTIFIERS- Europe

This three volume report describes a study that addressed the potential impact of information technology (IT)-based educational technology on the challenges facing the continuing education and vocational, industrial, and professional training sector of the Commission of European Communities member countries, and appropriate leading-edge applications of the products of advanced IT for evaluation and training. The Executive Summary highlights key aspects of the purpose, conduct, and findings of the study, which utilized questionnaires, case studies, literature reviews, preparation of an educational technology scenario for the 1990s, and a meeting of experts from the 10 commission countries. The main report discusses the study details, as well as the technology of education and training, its current applications and costs, opportunities for advanced educational technology, some obstacles to the introduction and appropriate use of IT, and a proposed strategy. Annexes to the report include a statistical summary of questionnaire responses; a list of site visits; questionnaires used with employers of trained manpower, educators and coordinators, and IT-manufacturers and service providers; a five-page primary documentation list; a case study of the use of computer-assisted instruction at the Credit Agricole; and transcripts of a 1984 meeting on the Future of Information Technology in Education and Training. (LMM)

ED 248 891 IR 011 368

Brown, Susan, Ed.
Planning Guide for Computer Education Programs in Elementary and Secondary Schools in New Mexico.
New Mexico State Dept. of Education, Santa Fe.
PUB DATE- Jan 84
NOTE- 42p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Budgets; Check Lists; *Computer Software; *Educational Planning; *Evaluation Criteria; Guidelines; Information Sources; *Microcomputers; Models; *Program Development; Purchasing; Staff Development

IDENTIFIERS- *Computer Uses in Education; Software Evaluation; Software Reviews

Designed to assist local board of education members, administrators, teachers, and parents, this guide provides information on planning a comprehensive computer education program and on selecting hardware and software. Planning topics discussed include purposes/types of computer use, staff training, location, distribution of computers across schools and programs, guidelines for evaluating hardware and software, and budget considerations. A model depicts an overview of microcomputers in education. Also provided are a checklist of questions to consider before selecting software/courseware, a list of software source reviews, a discussion of hardware selection, and a list of hardware selection criteria. A resource section lists books and databases, videotapes, periodicals, and associations and organizations that deal with the topic of educational computing; the names of several New Mexico educational computing resource people; and computer bibliographies available through the Educational Resource Center of the New Mexico State Department of Education. (LMM)

ED 248 976 PS 014 591

Schaefer, Earl S.
Prediction of Child Academic Competence from Maternal Modernity During Infancy.
North Carolina Univ., Chapel Hill. Frank Porter Graham Center.
SPONS. AGENCY- National Inst. of Mental Health (DHHS), Rockville, Md.
PUB DATE- Apr 84

NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).
GRANT- NIMH-MH-35253
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Child Development; Children; Cognitive Development; *Competence; Developing Nations; Educational Needs; Individual Characteristics; Infants; *Mothers; Parent Child Relationship; *Parent Influence; Parent Role; Social Change
IDENTIFIERS- Action Theory; Active Learner; *Modernity; Post Industrial Society

To provide a context for a discussion of parental modernity and child development, this paper explores concepts of societal and individual modernity and examines historical evidence of increasing levels of intellectual competence and an active orientation in the conduct of life. Specific attention is given to sociological theories of Bell (1973) and Etzioni (1968). Beliefs, values, and behaviors are discussed that can be interpreted as parental modernity, and the correlation of parental modernity with parent education and child academic competence is examined. Additionally, a summary is offered of cross-sectional and longitudinal research on correlations between parental modernity and child academic competence. Findings reveal that maternal cognitive orientations, cognitive skills, behavior with interviewer, and behavior with child intercorrelate with and predict child competence. Implications of the analysis and findings for influencing academic competence of adults and children are suggested. Vygotsky's (1978) discussion of internalization of higher psychological processes is seen as providing a theoretical basis for interpreting parent variables as influencing children's development of academic competence. (RH)

ED 249 004 RC 014 906

National Centre for Research on Rural Education. Report for 1983.

National Centre for Research on Rural Education, Nedlands (Western Australia).
PUB DATE- 83
NOTE- 11p.; For related document, see ED 225 720.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; Correspondence Schools; *Distance Education; *Educational Improvement; *Educationally Disadvantaged; *Educational Research; Elementary Secondary Education; Foreign Countries; Home Study; *Research Projects; *Rural Education
IDENTIFIERS- Australia; *National Centre Research Rural Educ (Australia)

The Centre was originally funded in 1980 for three years to undertake research on major issues and problems in rural education, to publish and disseminate results, and to act as a source of advice to government and private authorities as well as communities. Funding for the Centre has been extended through 1985, and its activities continue to be reported in a newsletter, "Rural Education Review." Research in progress continues to focus on issues related to distance education. Projects encompass analysis of the effectiveness of primary correspondence schools and schools of the air, determination of the extent of educational handicap for disabled children in rural areas, and development of learning strategies in isolated children. Commissioned by the Department of Immigration and Ethnic Affairs to evaluate the effectiveness of the Karratha Action Research Project, an adult migrant education effort focusing on English language skills, the Centre found the project successful but recommended extended financial support and substantive program changes. Studies undertaken by postgraduate students under the auspices of the Centre included pre-service education of rural school teachers, the work code of primary school children, and coping strategies of rural handicapped children. (MM)

ED 249 018 RC 014 962

Beaulieu, Lionel J.; Molnar, Joseph J.

Community Change and the Farm Sector: Impacts of Rural Development on Agriculture.

PUB DATE- Aug 84

NOTE- 20p.; Paper presented at the Annual Meeting of the Rural Sociological Society (College Station, TX, August 22-25, 1984).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Agriculture; *Community Change; *Community Development; Employment Opportunities; Environment; Land Use; Population Trends; Rural Areas; *Rural Development; *Rural Environment; Urban to Rural Migration; Water Pollution; Water Resources

IDENTIFIERS- *Impact

Findings from current literature form the basis for this examination of five critical elements of change and development within the local community setting which impact on agriculture: population, employment, land, water, and environment. Renewed rural population growth during the 1970's has reversed small farm trends but placed strains on local governments, frequently resulting in higher property taxes. Increased off-farm employment has provided supplementary farm income, resulted in less family labor available to support farm production, increased the number of small farms, and tied farm family living standards to economic conditions in the nonfarm sector. Rural community growth has intensifed the demand for agricultural land for non-agricultural purposes, resulting in high land costs that are a key barrier to entry into farming. The quantity of water required for agricultural purposes and the detrimental influence that agricultural activities are having on water quality are being scrutinized by local governments and residents. Agriculture is being viewed as a major contributor to air pollution through overuse of pesticides. Because affairs of the community and farm sector are intertwined, it is essential that local governments, farmers, and residents work cooperatively in shaping policies and programs that ensure the continued viability of both agriculture and the community. (NEC)

ED 249 045 SE 044 888

Brown, Lester R.; Wolf, Edward C.
Soil Erosion: Quiet Crisis in the World Economy. Worldwatch Paper 60.
Worldwatch Inst., Washington, D.C.
REPORT NO.- ISBN-0-91648-60-7
PUB DATE- Sep 84
NOTE- 54p.

AVAILABLE FROM- Worldwatch Institute, 1776 Massachusetts Avenue, NW, Washington, DC 20036 ($4.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Agricultural Production; *Developing Nations; *Economics; Foreign Countries; *Government Role; *Land Use; *Soil Conservation; Soil Science
IDENTIFIERS- *Erosion

Although soil erosion is a natural process, it has increased to the point where it far exceeds the natural formation of new soil. However, with only occasional exceptions, national agricultural and population policies have failed to take soil depletion into account. Projections of world food production always incorporate estimates of future cropland area, but what has been lacking has been an effort to project changes in inherent productivity of the projected cropland area. To help remedy this shortcoming in world food supply projections, an estimate of the worldwide loss of topsoil from cropland is presented. Areas discussed include: (1) the causes of soil erosion; (2) dimensions of the problem in various countries; (3) the effects of erosion (particularly related to loss of topsoil) on agricultural productivity; (4) the effects of erosion on other areas (indicating that the loss of topsoil that reduces land productivity may also reduce irrigation, electrical generation, and the navigability of waterways); (5) economic aspects of soil conservation; (6) the role of governments; and (7) global aspects of the problem. (JN)

ED 249 086 SE 045 094

Raposo, Lucilia
Ciencias 3. Manual do Professor (Science 3. Teacher's Manual).
National Portuguese Materials Development Center, Providence, RI.
SPONS. AGENCY- Department of Education, Washington, DC.
REPORT NO.- ISBN-0-89856-260-6
PUB DATE- Apr 83
NOTE- 124p.; For related documents, see ED 222 369-374, SE 045 095-096.
AVAILABLE FROM- Evaluation, Dissemination and Assessment Center (EDAC), Lesley College, 49 Washington Ave., Cambridge, MA 02140 ($7.50).
LANGUAGE- Portuguese

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Astronomy; *Biological Sciences; *Elementary School Science; Evaluation Methods; *Geology; Grade 3; Health Education; Intermediate Grades; *Physical Sciences; Science Activities; Science Education; *Science Instruction; Teaching Methods

This teaching guide contains materials corresponding to those found in the nine sections of the grade 3 elementary science textbook. It also contains lesson objectives, instructional strategies, classroom activities, and evaluation methods. Among the topic areas found in the nine sections are: (1) solar energy, electricity, and light; (2) solar system, planets, earth motions, and phases of the moon; (3) gravity, rocks, and erosion; (4) atmospheric phenomena; (5) water and water resources; (6) plants found in deserts, forests, and savannahs, and plant products which are used as food; (7) animals found in deserts, forests, and savannahs; (8) the bodily senses and health concepts; and (9) changes in states of matter. (JN)

ED 249 116 SO 015 810

Grollman, Sharon Hya; And Others
The Arts Go to School: An Arts-in-Education Handbook.
American Council for the Arts, New York, NY.; New England Foundation for the Arts, Cambridge, MA.
REPORT NO.- ISBN-0-915400-44-8
PUB DATE- 83
NOTE- 146p.
AVAILABLE FROM- American Council for the Arts, 570 Seventh Ave., New York, NY 10018 ($8.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Non-Classroom Use (055)
DESCRIPTORS- Aesthetic Education; *Art Education; *Artists; Cooperative Planning; Elementary Secondary Education; *Fine Arts; Fund Raising; Personnel Management; Program Administration; *Program Implementation; School Community Programs; School Community Relationship

This handbook demonstrates a practical approach for establishing and presenting quality in-school programs that bring students, teachers, and professional artists together. The first of five chapters presents a rationale for arts education, emphasizing that art can "turn on" children to the pleasure and excitement of aesthetic experience, underscore and enhance basic learning of all kinds, and build community spirit and cultural awareness. Chapter 2 introduces eight distinct groups of people who can contribute to the success or failure of an arts-in-education program. Steps to be followed in gaining cooperation of school personnel, meeting the needs of artists and performers, selecting program artists, developing good working relationships, and making artists a part of the community are outlined. Chapter 3, "Building the Arts Program from A to Z," outlines the mechanics of building an arts-in-education program. This chapter focuses on preplanning, administrative details, common problems, documentation, and program evaluation. Chapter 4 discusses planning the contents of an artist's visit and provides samples of art interests and abilities of children ages 5-8, 9-11, 12-15, and 16-18. The final chapter deals with fund raising, suggesting various sources and methods of obtaining financial assistance. The document concludes with a bibliography of over 50 publications and national organizations. (LH)

ED 248 734 HE 017 214

Lowman, Joseph
Mastering the Techniques of Teaching.
PUB DATE- 84
NOTE- 265p.; Jossey-Bass Higher Education Series.
AVAILABLE FROM- Jossey-Bass, Inc., 433 California Street, San Francisco, CA 94104 ($17.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *College Faculty; *College Instruction; Course Content; Discussion (Teaching Technique); Faculty Evaluation; Higher Education; *Instructional Improvement; Interpersonal Relationship; Lecture Method; Student Evaluation; Teacher Behavior; *Teacher Effectiveness; Teaching Assistants; Teaching Models; *Teaching Styles

Elements of good teaching and ways to master effective teaching techniques are examined, drawing on direct observation, the literature, and student accounts of outstanding professors. A model of effective college teaching that includes nine styles of classroom instruction is proposed. The dramatic and interpersonal aspects of teaching and the skill and artistry of achieving excellence in teaching are recurrent themes. Descriptions of notable college teachers are provided, and the classroom is examined as an arena in which students and teachers attempt to meet basic psychological needs and reveal their personalities. Among subjects addressed are obtaining feedback from students and motivating students to assume classroom leadership, along with fostering personal relationships with students. Attention is also directed to speech, movement, and suspense in the classroom; selecting and organizing material for the lecture; enhancing learning through classroom discussion; planning course content to maximize interest; integrating learning in and out of the classroom; evaluating student performance through testing and grading; evaluating teacher effectiveness, including the use of student ratings; and training needed by graduate instructors and junior faculty. (SW)

ED 248 747 HE 017 605

Profiles of the SREB States: Organization for Coordination and Budgeting in Higher Education. (1984 Edition).

Southern Regional Education Board, Atlanta, Ga.

PUB DATE- 84

NOTE- 81p.

AVAILABLE FROM- Southern Regional Education Board, 1340 Spring Street, N.W., Atlanta, GA 30309 ($3.00).

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Budgeting; Comparative Analysis; *Educational Finance; *Educational Policy; *Governance; *Higher Education; Program Evaluation; Resource Allocation; *State Boards of Education; Statewide Planning; Tuition

IDENTIFIERS- Alabama; Arkansas; Florida; Georgia; Kentucky; Louisiana; Maryland; Mississippi; North Carolina; South Carolina; Tennessee; Texas; *United States (South); Virginia; West Virginia

Profiles of the 14 states of the Southern Regional Education Board (SREB) provide information on the structure of these states for public postsecondary education and budgeting. For each state, the following areas are discussed: state-level coordinating and/or governing agency, institutional governing boards, state board for vocational education, budgeting process, budget preparation by the state board/commission, budget requests by colleges and universities, budget recommendations of the state board/commission, the governor's budget, legislative hearings, and appropriations bill. A chart, which provides a regional overview of higher education coordination and budgeting, provides information for each state on: the body that sets tuition; the type of higher education agency (coordinating only, governing/coordinating); responsibility for coordination (public senior, public junior, public vocational/technical); responsibility for budgeting for two or four-year colleges (recommends institutional budgets, recommends systemwide budget, allocates funds to institutions); and responsibility for program review for existing and new programs. The 14 SREB states are: Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, South Carolina, Tennessee, Texas, Virginia; and West Virginia. (SW)

ED 248 761 HE 017 625

Stahl, Norman A.; And Others
The Professional Preparation of College Reading and Study-Skills Specialists. College Reading and Learning Assistance Technical Report 84-05.
SPONS. AGENCY- Georgia State Univ., Atlanta.
PUB DATE- 84
NOTE- 18p.; For related documents, see HE 017 623-626.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Academic Education; Adult Learning; *College Instruction; Higher Education; Learning Theories; *Preservice Teacher Education; *Reading Consultants; Reading Materials; Reading Skills; Research Skills; *Student Personnel Workers; *Study Skills

Skills needed by college reading specialists are discussed, based on a review of the literature. Training begins at the undergraduate level, with a scholarly academic foundation, rather than with an abundance of methods and materials courses. Knowledge of the theoretical base of both the reading and the learning process is stressed, with particular emphasis on characteristics of college/adult learners. Along with learning methods for teaching reading and study skills, the specialist must be exposed to the published instructional materials and specialized equipment for developmental and remedial readers. A solid background in research literature and research methodology is also needed. Since many reading specialists also serve as program directors, administrative and counseling skills are also important. A basic requirement for the college reading specialist is a set of personal characteristics, including flexibility and leadership qualities. Studies that have discussed the following components of the college reading curriculum are identified: comprehension, critical reading, reading rate/flexibility, reference skills, retention/memory development techniques, spelling, study reading, study skills, test taking skills, time management skills, and vocabulary development. A list of references is appended. (SW)

ED 248 775 HE 017 640

Bennof, Richard J.

Federal Support to Universities, Colleges, and Selected Nonprofit Institutions, Fiscal Year 1982. Final Report to the President and Congress.

National Science Foundation, Washington, D.C.
REPORT NO.- NSF-84-315
PUB DATE- Mar 84
NOTE- 243p.; For earlier report, see ED 237 329.
AVAILABLE FROM- National Science Foundation, 1800 G St., N.W. Washington, DC 20550.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Black Colleges; Colleges; Engineering; *Federal Aid; Financial Support; Geographic Distribution; Government School Relationship; *Higher Education; Institutional Characteristics; Multicampus Colleges; National Surveys; *Nonprofit Organizations; *Research and Development; *Scientific Research; Trend Analysis; Universities

Data on fiscal year 1982 federal support to U.S. institutions of higher education are presented, along with a condensed narrative analysis. The 15 federal agencies represented account for an estimated 95 percent of total obligations to colleges and universities and virtually all support for science and engineering (S/E) research and development (R&D) at these institutions. Obligations shown for colleges and universities do not include funds obligated to federally-funded research and development centers (FFRDCs) administered by academic institutions; these obligations are presented separately, as are R&D obligations to independent nonprofit institutions and nonprofit-administered FFRDCs. The statistical tables cover: 1963-1982 trends in federal obligations, the geographic distribution of federal aid, 100 institutions ranked in order of amount received, aid recipients by institutional type, institutional listings by state, aid to historically black colleges, and aid to college and university systems. Data are also presented on obligations to academic institutions distributed according to highest-degree-granted categories of doctorate, master's, bachelor's, and no S/E degrees. Technical notes on the survey are included. (SW)

ED 248 818 HE 017 700

UNIV 83. A Student's Work. Proceedings of the International University Congress (15th, Rome, Italy, March 26-April 4, 1983).
Institute for Univ. Cooperation, Rome (Italy).
PUB DATE- 83
NOTE- 89p.
AVAILABLE FROM- Illinois State University, General Services Building, Normal IL 61761 ($3.00 per copy; $2.00 per copy for 20 or more).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; Economics Education; *Education Work Relationship; Experiential Learning; Foreign Countries; General Education; Higher Education; *Learning Motivation; Liberal Arts; Research; School Attitudes; School Surveys; *Student Attitudes
IDENTIFIERS- Public Service

In this proceedings, attention is focused on career preparation and the relationship between general and specialized studies, as well as the link between theoretical knowledge and practical experience. The preparatory study for the congress was conducted in about 300 universities, primarily in Europe and America. Nearly 15,000 interviews were conducted in about 25 countries to discover the extent to which students view their university studies as work. The following key points were found: study is a demanding task, career preparation is regarded as important, and human qualities are more significant than academic preparation in assuring a successful career. Conference papers and authors include the following: "A Student's Work: Introductory Address" (Myriam Puig); "A Student's Work: Two Traditions (The U.S. Report)" (John A. Gueguen); "The Role of Research in the University" (Raffaello Cortesini); "The Study of Economics as Service-Oriented Work" (Bernard M. Villegas); "A Moral Imprint upon Intellectual Activity" (M. Puig); and "A Student's Work: The Full Uplifting of Mankind (John Paul II). Survey questions and a summary of responses are included. (SW)

ED 248 861 IR 011 310

Taitt, Kathy

TLC for Growing Minds. APPLE II Programming Manual, Volume 5.
REPORT NO.- ISBN-0-88193-005-9
PUB DATE- 83
NOTE- 60p.; For related documents, see IR 011 306-311, IR 011 314-316, and IR 011 318-319. This manual is also available for TRS-80, IBM PC, Commodore 64, PET, ATARI, TI-99/4A, and VIC-20.
AVAILABLE FROM- Creative Learning Association, Inc., RR#4, Box 330, Charleston, IL 61920 ($9.95 per copy; quantity discounts available).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; *Computer Science Education; Computer Software; Elementary Secondary Education; Input Output Devices; Instructional Materials; *Learning Activities; *Microcomputers; Problem Solving; *Programing; Programing Languages
IDENTIFIERS- Apple II; *BASIC Programing Language

Designed to improve students' thinking, learning, and creative skills while they learn to program a microcomputer in BASIC programing language, this instructional manual for advanced learners provides a brief section of information for each new topic together with a sample program to enter, run on the computer, and observe; a suggested change to clarify the principle being taught, and a challenge requiring use of the new principles. Each chapter includes a review. The following commands are taught in this volume: GET N$, ASC(N$), LEFT$(X$,N), RIGHT$(X$,N), MID$(X$,J,N), LEN(N$), VAL(X$), STR$(X), ONERR GOTO, PEEK(X), and POKE X,Z. A reference chart displays commands and their functions. Separate color coded project books for junior high and high school/adult students are available for this manual. (Author/LMM)

ED 248 906 JC 840 401

Campbell, Robert; And Others
Report of the Special Committee on Community Colleges.
California State Legislature, Sacramento. Assembly.
PUB DATE- Jan 84
NOTE- 880p.; For a related document, see JC 840 402. Sections of the Appendix may not reproduce well.
LANGUAGE- English
EDRS Price - MF06/PC36 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- College Attendance; *Community Colleges; *Educational Finance; Educational History; Educational Planning; *Educational Policy; Financial Policy; State Aid; State Legislation; *Statewide Planning; *Student Costs; Student Financial Aid; *Tuition; Two Year Colleges
IDENTIFIERS- *California

This Special Committee report presents a discussion and recommendations concerning the financing of California's community colleges, student matriculation, student costs, and tuition options. First, the committee's conclusions and recommendations are presented in the areas of college role and mission, the financial condition of the colleges, matriculation, and student costs. Chapter 1 discusses the origins and background of the California community colleges, including an overview of recent funding history and an analysis of trends in student characteristics. Chapter 2 describes the financial condition of the state and its community colleges, focusing on recent cutbacks, the colleges' response, and new funding proposals. Chapter 3 considers the advantages and fiscal implications of legislative plans for the development of a statewide matriculation policy. The costs of attending a community college in California are analyzed in chapter 4, which includes information on the amount college students pay, the amount of financial need that is not met by financial aid programs, and trends in community college fees. Chapter 5 lists seven tuition options and discusses the advantages and disadvantages of each. Extensive appendices contain written testimony on the community college system from committee hearings held across the state. (HB)

ED 248 920 JC 840 513

Zemke, Ron; Zemke, Susan
30 Things We Know for Sure about Adult Learning.
PUB DATE- 9 Mar 84
NOTE- 4p.; From: "Training: The Magazine of Human Resources Development." Minneapolis, Lakewood Publications, Jun 1981.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120) Collected Works - Serials (022)
DESCRIPTORS- Adult Education; *Adult Learning; *Adult Students; *Classroom Techniques; Cognitive Style; *Curriculum Design; Student Educational Objectives; *Student Motivation; Teacher Student Relationship; *Teaching Methods

This series of statements offers a synthesis of the body of currently available knowledge about adult learning in the areas of motivation to learn, curriculum design, and the classroom environment. The section on motivation focuses on the role of life-event changes in encouraging adults to seek out learning experiences, adults' motivation to pursue knowledge and skills they can use, and strong motivations to increase or maintain a sense of self-esteem and pleasure. The set of statements concerned with curriculum design highlights adults' preference for single-concept/theory courses over survey courses; the ways adults deal with new ideas in conflict with their belief and value systems; adults' preference for self-directed and self-designed learning projects, multimedia learning experiences, and self-paced instruction; adults' need for how-to and application-oriented information; and positive responses to face-to-face, one-to-one access to an expert. The final section offers information on creating a classroom environment conducive to adult learning by, for example, attending to students' physical and psychological comfort; clarifying and articulating the expectations of both the students and the instructor; promoting dialogue among peers; drawing students out to share their experiences; and balancing the presentation of new material, debate, and discussion, and the sharing of student experiences and time constraints. (LAL)

ED 248 934 JC 840 529

Glenn, Hugh W.

A Telephone Survey: An Assessment of the Community's Participation and Planned Enrollment in the Programs and Courses at Saddleback College. Final Report.
Saddleback Community Coll., Mission Viejo, Calif.
PUB DATE- Sep 84
NOTE- 59p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Community Attitudes; Community Colleges; Community Surveys; *Educational Attitudes; *Educational Needs; Enrollment Influences; Questionnaires; Tuition; Two Year Colleges

In spring 1984, a survey was conducted in the Saddleback Community College District (SCCD) to assess the surrounding community's familiarity with Saddleback College and its programs, and to establish a database to assist in educational planning. A telephone survey was used to determine the opinions of 502 adults living in central and southern Orange County. Study findings included the following: (1) 82% of the respondents living within the SCCD had earned some college credit, a baccalaureate, or an advanced degree; (2) 38% of the SCCD respondents were attending or had attended Saddleback College; (3) 62% of the respondents reported reading the college's schedule of classes, while 22% read other SCCD mailings; (4) 43% of the SCCD residents planned to enroll in a college course within the next 12 months, with 75% of this group planning to attend Saddleback College; (5) of those who planned to enroll in a community college, 86% stated that tuition would have no effect on their plans, while 9% said that tuition would cause them to enroll in fewer courses; (6) educational interests were greatest in courses to improve job skills, prepare for employment, improve basic skills, and prepare for transfer; and (7) the availability of personal computers was the factor most likely to influence the respondents' decision to enroll in college courses. The interview schedule is appended. (HB)

ED 248 948 PS 014 460

Payton, Shirley
Developing Awareness of Print: A Young Child's First Steps Toward Literacy. Educational Review: Off-set Publication Number Two.
Birmingham Univ. (England). Faculty of Education.
REPORT NO.- ISBN-0-7044-0700-0
PUB DATE- 84
NOTE- 125p.; Revised version of a Master's Thesis, University of Birmingham.
AVAILABLE FROM- Secretary to the Editors, Educational Review, Faculty of Education, University of Birmingham, Birmingham, B15 2TT, England (no price quoted).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *Early Reading; *Language Acquisition; *Literacy; *Preschool Children; Preschool Education; *Writing Readiness
IDENTIFIERS- *Early Writing; Parent as a Teacher; *Print Awareness

This book concerns the growth of a single child, as reported by her mother, from her first encounters with books and print to the beginnings of independent reading and writing. The study took place mainly between the child's third and fourth birthdays, during which period weekly tape recordings were made of story-reading sessions with one or both of her parents. Samples of her writing were also collected, and notes were made of relevant comments. The tape recordings generally reflected the child's spontaneous interest in a particular book and were not taken at fixed times of the day. The mother viewed her child as a maker of hypotheses, active in her own growth, and as someone who tests and amends her comprehension on the basis of varied experiences. (RH)

ED 248 962 PS 014 575

Pain, K.

Parent Education Course Evaluation: A Parent Education Course Integrated into the School.

Saint Albert Protestant Separate School Dist. No. 6, Edmonton (Alberta).

SPONS. AGENCY- Alberta Dept. of Education, Edmonton.
PUB DATE- Feb 84
NOTE- 72p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Research/Technical (143)
DESCRIPTORS- Consultation Programs; Early Childhood Education; Foreign Countries; Inservice Teacher Education; *Kindergarten Children; *Parent Attitudes; *Parent Child Relationship; *Parent Education; *Program Evaluation; Questionnaires; Self Concept; Student Behavior
IDENTIFIERS- Adler (Alfred); *Adlerian Psychology; *Alberta

This study evaluated a course designed for parents of kindergarten children. The program was based on Adlerian psychology and had three components: (1) the course for parents, which met once a week for 16 weeks; (2) three teacher inservices; and (3) separate and joint consultations between the course instructors and the teachers and parents. During the year-long trial period, two parents' courses were offered. Each course was attended by 38 parents (mostly mothers); control groups were drawn from parents in the public school system. Both experimental and control parents had high-level occupations and extensive education. The evaluation used a quasi-experimental pretest-posttest design, with parents reporting their attitudes toward parenting, their own behavior, and their perceptions of ideal parenting. In addition, each child's self-concept was assessed, and teachers rated each child's behavior. Parents also reported their reactions to the course itself. The course was found to be effective in increasing parents' understanding of and communication with their children. No gains were found in children's self-concept or in teachers' ratings of classroom behavior. (Author/CB)

ED 248 990 PS 014 619

Ranck, Edna Runnels
Child Care/Child Abuse: The Final Report of the Dodge Project.
Children's Services of Morris County, Morristown, NJ.
SPONS. AGENCY- Geraldine R. Dodge Foundaton, Morristown, N.J.; New Jersey State Div. of Youth and Family Services, Trenton.
PUB DATE- 84
NOTE- 91p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Child Abuse; *Child Caregivers; *Conferences; *Day Care; Early Childhood Education; *Family Day Care; Inservice Education; Preservice Teacher Education; Program Descriptions; *Training
IDENTIFIERS- Child Protective Services; New Jersey (Morris County)

This report describes the initiation, development, and institution of a series of activities relating to the use of child care programs in identifying, reporting, and treating child abuse victims. Events leading up to the proposal submitted by Children's Services of Morris County, New Jersey, a private nonprofit organization providing various child care services, to the Geraldine R. Dodge Foundation are outlined in chapter I. Chapter II illustrates efforts to build a national caregiver network of programs using family day care as part of a child protective system. Chapter III describes the pilot training program designed for family day care providers in the Morris County Family Day Care Program and for the social workers in the Morris County District Office of the New Jersey Division of Youth and Family Services. In chapter IV, a 1-day conference on child care/child abuse is described, and emphasis is given to the advantages of using many community resources in order to produce such an event. Finally, chapter V offers conclusions and recommendations. Fifteen appendices, consisting of related materials and a selected bibliography complete the report. (Author/RH)

ED 249 032 RC 014 988

Cosgrove, Mark C.

Minimum Skill Competencies Required for Employment as an Outdoor Leader in a Wilderness Adventure Program.

PUB DATE- Jul 84

NOTE- 96p.; A research report for a Master of Science in Education, Southern Illinois University.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Master Theses (042)

DESCRIPTORS- *Adventure Education; Experiential Learning; *Field Experience Programs; Field Instruction; Job Skills; Leadership Qualities; Leadership Training; *Minimum Competencies; *Outdoor Education; Program Design; Program Length; *Skill Development; Training

IDENTIFIERS- *Wilderness Education Programs

A panel of 8 professionals in the field of wilderness adventure programming reviewed, evaluated, and commented on a list of 53 skill, technical, human relations, and philosophical understanding competencies and 46 personal and professional qualities derived from a literature search of 136 sources in a study to determine accepted minimum skill competencies required for employment as an outdoor leader in a wilderness adventure program. A complementary sub-problem was to determine from recognized outdoor recreation/leadership curriculums the amount of field experience time currently required for the attainment of outdoor leadership skill competencies. Results indicated lack of consensus by professional as to what are accepted minimal skill competencies. Although there was general agreement with the original list of skill competencies, there were 12 recommended additions of skill competencies; 34 recommendations for additions/changes in the qualifying categories of minimum, ideal, and program/situation specific; and 10 recommendations for clarifications. There was unanimous agreement that human relations skills are the most important skill competencies to possess. Amount of field experience time utilized by outdoor curriculums varied from 7 days to 45 weeks, with 16 weeks given as the optimal time used by a majority of the programs--a time frame well suited to college/university settings. (NEC)

ED 249 059 SE 045 064

Brophy, M.; Fryars, M.
Different Living Things. Seychelles Integrated Science. Teacher and Pupil Booklets. Unit 5.
National Inst. of Pedagogy (Seychelles).
SPONS. AGENCY- Ministry of Education and Information (Seychelles).
PUB DATE- 83
NOTE- 51p.; Document contains several pages of marginal legibility. For units 1 through 13 of this series, see SE 045 060-072.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Animals; *Biology; *Classification; Curriculum Development; Integrated Curriculum; Junior High Schools; *Science Activities; Science Curriculum; Science Education; *Science Programs; *Secondary School Science; Units of Study
IDENTIFIERS- Plants (Botany); *Seychelles Integrated Science Program

Seychelles Integrated Science (SIS), a 3-year laboratory-based science program for students (ages 11-15) in upper primary grades 7, 8, and 9, was developed from an extensive evaluation and modification of previous P7-P9 materials. This P7 SIS unit is designed to: (1) help students develop an elementary understanding of how living things can be classified into groups; (2) help students develop the ability to construct and use a simple key to classify either living or non-living materials; and (3) familiarize students with the names and characteristics of a wide range of local animals and plants. Provided for the unit is a student workbook and a set of teaching notes. The teaching notes include the general aims of the unit and a lesson plan for each topic area. Each lesson plan includes a suggested time frame, a list of objectives, a list of equipment needed, and a suggested lesson format. This format includes suggestions for introducing the lesson, instructional strategies (emphasizing procedures for student activities), and evaluation methods. The student workbook includes procedures for completing the unit activities and a list of new words keyed to page numbers in the workbook. (JN)

ED 248 847 IR 011 296

Torgerson, Shirley; And Others
LOGO in the Classroom.
International Council for Computers in Education, Eugene, Oreg.
PUB DATE- 84
NOTE- 220p.
AVAILABLE FROM- International Council for Computers in Education, University of Oregon, 1787 Agate Street, Eugene, OR 97403-1923.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Computer Assisted Instruction; *Computer Oriented Programs; *Computer Science Education; Elementary Education; Geometric Constructions; *Learning Activities; *Mathematics Instruction; Microcomputers; Objectives; *Programing; Programing Languages; Teaching Methods
IDENTIFIERS- *LOGO Programing Language

This resource guide for teachers suggests activities for 20 instructional sessions for elementary children, particularly those in grades 3-6, to introduce them to the LOGO computer language. It can be used with five LOGO versions: Apple, Atari, MIT, Texas Instruments, and TRS. For each session, the guide covers objectives, concepts/skills, facilities/materials, and preparation; provides a chart of the relevant commands used in the five LOGO versions; describes student activities and assignments; and includes student worksheets. "Challenger" worksheets are provided for students who finish the basic assignments and are ready for more complex work. An introduction describes LOGO and discusses how it fits into the curriculum and how to get started. A scope and sequence chart indicates which of 10 educational goals are addressed by each session. Specific lesson topics include using the LOGO "primitives" as spatial commands, introducing students to the computer and to the LOGO turtle, changing directions by turning or pivoting, using a protractor, writing and editing procedures,

rotation, LOGO procedures, recursion, and using variables as size input for geometric shapes. Fourteen charts for classroom use, answer keys, and a 17-item reference list are included. (LMM)

ED 249 073 SE 045 078

Wetlands Conservation and Use. Issue Pac.
Fish and Wildlife Service (Dept. of Interior), Washington, D.C.
PUB DATE- 84
NOTE- 25p.; Poster has not been filmed due to size. For other packets in this series, see SE 045 073-077.
AVAILABLE FROM- National Institute for Urban Wildlife, 10921 Trotting Ridge Way, Columbia, MD 21044 ($5.00). Packet includes poster.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Conservation (Environment); Ecology; *Environmental Education; Intermediate Grades; Junior High Schools; *Learning Activities; Outdoor Activities; *Water Resources; *Wildlife; *Wildlife Management
IDENTIFIERS- *Wetlands

The materials in this educational packet are designed for use with students in grades 4 through 7. They consist of an overview, teaching guides and student data sheets for three activities, and a poster. The overview stresses the significance of wetland habitats in all 50 states. The needs of wildlife and humans are also considered in respect to wetlands development and use. A glossary and list of reference materials are included. The teaching guides contain a list of learning outcomes, instructional strategies, a list of materials needed, and an activity review sheet (with answers). In the activities, students: (1) go on a field trip to survey values of a local wetland; (2) examine different sides of issues surrounding wetland uses in their state as they develop "campaign platforms;" and (3) write, produce, and circulate a newspaper focusing on wetlands conservation and use. The poster provides an illustration of wetland species and pie charts demonstrating wetland habitat loss since the 18th century. In addition, other activities are provided in which students make a word puzzle and try it out with their classmates and determine what will grow from a small sample of wetland soil collected during the wetland field trip. (JN)

ED 249 087　　　　　　　　　　　　SE 045 095

Raposo, Lucilia
Ciencias 3. (Science 3). Student Book.
National Portuguese Materials Development Center, Providence, RI.
SPONS. AGENCY- Department of Education, Washington, DC.
REPORT NO.- ISBN-0-89856-258-4
PUB DATE- Apr 83
NOTE- 122p.; For related documents, see ED 222 369-374, SE 045 094-096.
AVAILABLE FROM- Evaluation, Dissemination and Assessment Center (EDAC), Lesley College, 49 Washington Ave., Cambridge, MA 02140 ($5.25).
LANGUAGE- Portuguese
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Animals; *Astronomy; *Bilingual Education; Biological Sciences; Botany; *Elementary School Science; *Geology; Grade 3; Health Education; Intermediate Grades; Matter; Physical Sciences; *Science Activities; Science Education; *Solar Energy; Water; *Water Resources

This grade 3 textbook, the third in a series of elementary science textbooks written in Portuguese, consists of readings, activities, and review exercises on biological, physical, geological, and nutrition/health concepts. The book is organized into nine sections. Among the topic areas included in these sections are: (1) solar energy, electricity, and light; (2) solar system, planets, earth motions, and phases of the moon; (3) gravity, rocks, and erosion; (4) atmospheric phenomena; (5) water and water resources; (6) plants found in deserts, forests, and savannahs, and plant products which are used as food; (7) animals found in deserts, forests, and savannahs; (8) the bodily senses and health concepts; and (9) changes in states of matter. (JN)

ED 249 103 SE 045 117

Animal Homes and Habitats. A Fall Activity Packet for Third Grade.
Jackson Community Coll., MI. Dahlem Environmental Education Center.

SPONS. AGENCY- Department of Education, Washington, DC. Inst. of Museum Services.
PUB DATE- 83
NOTE- 50p.
GRANT- G008103172
AVAILABLE FROM- Dahlem Environmental Education Center, Jackson Community College, 7117 South Jackson Rd., Jackson, MI 49201.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Animals; *Ecology; Elementary School Mathematics; Elementary School Science; Endangered Species; *Environmental Education; *Field Trips; Grade 3; Interdisciplinary Approach; Language Arts; *Learning Activities; Outdoor Activities; Primary Education; Science Activities; Social Studies; *Wildlife; Wildlife Management

This instructional packet is one of 14 school environmental education programs developed for use in the classroom and at the Dahlem Environmental Education Center (DEEC) of the Jackson Community College (Michigan). Provided in the packet are pre-trip activities, field trip activities, and post-trip activities which focus on animal populations and their habitats. Strategies for using these activities with third grade students are also provided. The pre-trip activities introduce three major topics: (1) habitats and communities; (2) Michigan communities; and (3) food chains and webs. Six activity sheets and a letter to parents explaining the purpose of the program are included. The post-trip activities are designed to help students identify and think about their values and to lead them to develop responsible attitudes toward the environment. Topics explored in these activities include wildlife management, endangered species, and the question of hunting. A list of formal and non-formal objectives for both indoor and outdoor field trip activities at the DEEC are presented in a separate field trip guide. Most of the activities are interdisciplinary and can enhance student skills in mathematics, reading, and spelling as well as in science. (JN)

ED 248 790 HE 017 655

Boli, John; And Others

Grades, Grading Standards, and Academic Awards. Fourth in a Series about the Stanford Curriculum Study.

Stanford Univ., CA. Office of Undergraduate Research.

SPONS. AGENCY- Metropolitan Life Foundation.
PUB DATE- 84

NOTE- 35p.; For related documents, see HE 107 652-654.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Aptitude Tests; *Awards; Class Size; *College Students; Comparative Analysis; *Departments; Engineering; *Grades (Scholastic); Grading; Higher Education; Humanities; Institutional Research; Scores; Trend Analysis
IDENTIFIERS- Stanford Curriculum Study; *Stanford University CA

Grading standards in departments and school divisions at Stanford University were analyzed, along with grading trends, and the classroom performance of students with different majors. From 1975-1976 to 1981-1982, the proportion of A grades decreased, while B and C grades increased. In 1976, D grades were reinstituted. Considerable variation in grading standards of the various school divisions was found. Grading was highest in the humanities, with nearly half of all grades reported as A's, while it was lowest in the School of Engineering. Even more variation in grading standards was found for individual departments. Generally, the level of grades varied inversely with the degree of technical content of the subject area, with the national sciences and engineering having the lowest grade distributions and the humanities and social sciences the highest. Grades were inversely related to class size in all of the school divisions. Humanities classes had greater enrollments in smaller classes, while the natural sciences had greater enrollments in large classes. Natural science majors did better in nearly all fields and were more likely than other students to earn awards at graduation. Information is also provided on the relationship of grades and Scholastic Aptitude Test scores. (SW)

ED 248 804 HE 017 672

Defense Intelligence: Foreign Area/Language Needs and Academe.
SRI International, Menlo Park, Calif.
SPONS. AGENCY- Association of American Colleges, Washington, D.C.; Department of the Army, Washington, D.C. Office of the Assistant Chief of Staff for Intelligence.
PUB DATE- Oct 83
NOTE- 126p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Area Studies; Armed Forces; Cooperative Programs; *Foreign Diplomats; *Government School Relationship; Higher Education; International Relations; Job Skills; *Labor Needs; *Military Schools; National Defense; Questionnaires; *Second Language Instruction; World Affairs
IDENTIFIERS- Defense Language Institute; *Department Of Defense; National Security Agency

The Department of Defense's (DOD) need for foreign language/area expertise was assessed, along with opportunities for the academic community to supplement government training. In addition to interviewing intelligence managers, questionnaires were administered to defense analysts to determine their background, training, and use of external resources related to foreign language and area studies. Information is provided on: intelligence tasks that require language capability; language training within the Defense Language Institute (DIA); the coding of language skills among the armed services and DIA; and the need for area specialists by the Army and the other service branches. Direct and indirect relations between the defense intelligence community and the academic world are considered, along with attitudes of the defense intelligence community toward academia and vice versa. Cooperative programs with academia are described, including those of the National Security Agency, as well as the General Defense Intelligence Program--Third World Language and Area Studies Initiative; and the OSD Sponsored Soviet and Eastern European Language and Area Studies Program. Appended are questionnaires and data on DOD's foreign language requirements and capabilities for funding year 1982-1984. (SW)

ED 248 833 IR 011 282

Swigger, Keith

A Structured Model for Software Documentation.

PUB DATE- 21 May 84
NOTE- 10p.; Paper presented at the Mid-Year Meeting of the American Society for Information Science (13th, Bloomington, IN, May 21, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Authoring Aids (Programing); Cognitive Processes; *Computer Software; *Design Requirements; *Discourse Analysis; *Guides; Layout (Publications); Programing; *Reading Comprehension; Reading Strategies

IDENTIFIERS- *Computer Users

The concept of "structured programming" was developed to facilitate software production, but it has not carried over to documentation design. Two concepts of structure are relevant to user documentation for computer programs. The first is based on programming techniques that emphasize decomposition of tasks into discrete modules, while the second was developed in discourse analysis to explain strategies used by readers and to model their cognitive processes in forming mental models of text content. Consideration of the text production and text comprehension approaches together provides a basis for designing "user-friendly" software manuals. A model for structured documentation suggests the need for: modules to be appropriate macropropositions (global content of the text); clear identification of module function as a tutorial, operational, or reference component; planned ordering of modules and explicit superstructures to help readers identify effective strategies; and adequate access points to modules through such devices as indexes. An examination of the surface structures of 15 manuals for microcomputer file management indicated that structural guidance in existing manuals is inadequate. Nine references and the manuals that were examined are listed. (LMM)

ED 248 862 IR 011 311

Taitt, Kathy
TLC for Growing Minds. APPLE II Programming Manual, Volume 6.
REPORT NO.- ISBN-0-88193-006-7
PUB DATE- 83
NOTE- 71p.; For related documents, see IR 011 306-310, IR 011 314-316, and IR 011 318-319. This manual is also available for TRS-80, IBM PC, Commodore 64, PET, ATARI, TI-99/4A, and VIC-20.
AVAILABLE FROM- Creative Learning Association, Inc., RR#4, Box 330, Charleston, IL 61920 ($9.95 per copy; quantity discounts available).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; *Computer Graphics; *Computer Science Education; Computer Software; Input Output Devices; Instructional Materials; *Learning Activities; *Microcomputers; Problem Solving; *Programing; Programing Languages; Secondary Education
IDENTIFIERS- Apple II; *BASIC Programing Language

Designed to improve students' thinking, learning, and creative skills while they learn to program a microcomputer in BASIC programing language, this instructional manual for advanced learners provides a brief section of information for each new topic together with a sample program to enter, run on the computer, and observe; a suggested change to clarify the principle being taught, and a challenge requiring use of the new principles. Each chapter includes a review. A chapter on high resolution graphics covers the commands HGR; HCOLOR; HPLOT X, Y; HPLOT X1,Y1 TO X2,Y2; HGR2; and PDL(X). Directions given for making a shape table include making a shape definition and a shape index, putting the shape table into memory, and using the commands CALL-151 and HIMEM. Commands for using shape tables in a program are also explained, i.e., SCALE; ROT; DRAW N AT X,Y; and XDRAW N AT X,Y. Other commands described, including those for storing shape tables on disk, are BSAVE, BLOAD, COPYA, LOCK, and UNLOCK. A reference chart displays commands and their functions, and an appendix lists hexadecimals. Separate color coded project books for junior high and high school/adult students are available for this manual. (Author/LMM)

ED 248 877 IR 011 331

McLachlan, Milla; And Others
Preparing and Producing the NFE Exchange. Manual Series #3.
Michigan State Univ., East Lansing. Non-Formal Education Information Center.
SPONS. AGENCY- Agency for International Development (Dept. of State), Washington, D.C. Office of Science and Technology.
PUB DATE- Sep 83
NOTE- 89p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- Information Centers; Layout (Publications); *Newsletters; *Nonformal Education; *Periodicals; Planning; Printing; *Production Techniques; *Writing for Publication
IDENTIFIERS- *NFE Exchange (The); Nonformal Education Information Center

Based on the experiences of the Nonformal Education Information Center (NFEIC) in publishing "The NFE Exchange," this manual documents the process through which "The NFE Exchange" is planned, organized, and produced, in order to provide assistance to other organizations interested in producing a periodical or similar publication of their own. (A newsletter published three times a year by the NFEIC at Michigan State University as part of its role in facilitating an exchange of knowledge and information on nonformal education and development, "The NFE Exchange" synthesizes and disseminates current information on trends, developments, and issues in nonformal education, and a broad range of development topics and concerns.) The first three sections detail the organizational processes and procedures that have been developed, tested, and refined in the course of producing some 25 issues of the newsletter, covering planning, researching and writing procedures, and preparations for printing the periodical. The final section addresses practical questions and important considerations regarding the planning and publishing of a periodical, and lists some newsletters of possible interest. Appendices contain examples of worksheets and guidelines used by NFEIC staff in the production process and one complete issue of "The NFE Exchange." (LMM)

ED 248 892 IR 011 369

Riley, Judith

The Problems of Writing Correspondence Lessons. DERG Papers Number 11.

Open Univ., Walton, Bletchley (England). Distance Education Research Group.

PUB DATE- Aug 84
NOTE- 60p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Anxiety; Case Studies; Correspondence Study; Courses; *Distance Education; *Emotional Response; Foreign Countries; *Guides; *Instructional Materials; Interviews; *Material Development; Teamwork; *Writing Processes
IDENTIFIERS- Open University (Great Britain)

A review of current guides for and advice on preparing distance education materials suggests that such aids are inadequate to help solve the problems faced by course developers because of several underlying assumptions: (1) there is no need for advice on the preparation process--establishing an ideal of the desired product is enough; (2) good planning makes for easy writing and planning should be separated from actually writing the lesson; and (3) the "objectives first" approach is not only best for students' learning but is the best way for teachers to prepare lessons. Although this advice may be necessary, additional guidance may be needed on the practical difficulties of writing correspondence lessons and working in teams, as well as alternative systems of organizing the work. This report uses case studies of the individual course materials drafting process at the British Open University as a basis for suggesting alternative methods for course development that consider the process as one that is complex, individual, and emotional. It is suggested that advice on procedures for preparing distance education materials could utilize a problem-oriented approach that offers alternatives and emphasizes the positive role of individuals. (LMM)

ED 249 005 RC 014 907

England, J. Lynn; Wagstaff, Fred J.
An Assessment of Government Efforts to Preserve Rurality.
PUB DATE- 1 Apr 84
NOTE- 30p.; Paper presented at the Annual Meeting of the Rural Sociological Society (47th, College Station, TX, August 22-25, 1984).
LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Change Agents; Community Change; *Community Characteristics; Definitions; *Government Role; *Intervention; Land Use; Program Effectiveness; Public Agencies; Reinforcement; Religious Factors; *Rural Areas; *Social Theories; Social Values
IDENTIFIERS- *Cultural Preservation; Forest Service; *Impact; Resistance to Change; Utah

A 1983 case study of four rural Utah communities assesses the early phases of a United States Forestry Service rangeland project which has as one of its goals a systematic intervention to arrest the decline of rurality and reinforce it in communities impacted by construction of a nearby major electrical power plant. With 1980 populations that ranged from 113 to 389, organizational and community structure of the four is very simple. No community leadership is oriented to rapid, large scale change. The evidence clearly indicates that each community exemplifies most aspects of rurality. The value system, interpersonal relations, and community social structure are extremely close to the idealized description of rurality. Although there are some variations in the degree to which the communities have accepted the project, the rangeland rehabilitation project is indeed acting as a reinforcer of the existing rurality. The first part of the report examines the theoretical basis of the argument for the decline of rurality, as well as arguments that it does not occur. The second part discusses a rationale for efforts to arrest decline. The third part focuses on the project's efforts to arrest decline in the four communities. (BRR)

ED 249 019 RC 014 964

Agricultural Communities: The Interrelationship of Agriculture, Business, Industry, and Government in the Rural Economy. A Symposium (Washington, DC. May 19-20, 1983).

Library of Congress, Washington, D.C. Congressional Research Service.

SPONS. AGENCY- Congress of the U.S., Washington, D.C. House Committee on Agriculture.
PUB DATE- Oct 83
NOTE- 365p.; Some pages may not reproduce well due to small print.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Agency Cooperation; Agricultural Trends; *Agriculture; *Business; *Community Change; Community Role; Credit (Finance); Definitions; Delivery Systems; Economic Development; Farmers; Federal Government; *Government (Administrative Body); Industry; Information Needs; Local Government; *Public Policy; Quality of Life; Rural Development; *Rural Economics; Rural Environment; Rural Farm Residents
IDENTIFIERS- Impact

Experts from government, academia, and interest groups met to discuss and explore the impact of changes in agriculture, industry, and government in shaping events in rural agricultural communities. Texts of 15 of the 18 papers are reproduced in the proceedings, along with the letter of submittal, overview, an agenda, and a list of presenters and participants. Titles of papers are: "Rural America: A New Public Policy Frontier," "Agricultural Communities: Economic and Social Setting," "The Changing Nature of Agricultural Communities," "Natural Resources and Agricultural Communities," "Rural America in Passage," "Farm Structure and the Quality of Life in Agricultural Communities," "Past and the Prospective Economic Development of Rural Communities," "Economic Interrelationships in the Rural Community," "Family Farms and Agricultural Communities," "Rural Community Development and Agriculture: A Constructive or Destructive Relationship?" "Credit and Credit Institutions in Agricultural Communities," "Trends Affecting and Exhibited by Commercial Banks in Agricultural Areas," "Credit as a Public Policy Tool," "Rural Local Governments," "Agricultural Communities: Capacity To Govern," "The Rural Development Policy of the Carter Administration," and "Better Country: A Strategy for Rural Development in the 1980's." (NEC)

ED 249 046 SE 044 889

de Silva, Leelananda

Development Aid: A Guide to Facts and Issues.

Third World Forum, Apartado (Mexico).; United Nations Non-Governmental Liaison Service, Geneva (Switzerland).
PUB DATE- 84
NOTE- 182p.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - General (140) Books (010)
DESCRIPTORS- *Developed Nations; *Developing Nations; *Finance Reform; *Financial Policy; *Financial Support; Foreign Countries; Government Role; Grants; International Programs; *Technical Assistance

IDENTIFIERS- *Nongovernmental Organizations; Official Development Assistance

This eight-chapter book provides information on Official Development Assistance (ODA), its importance in relation to developed and developing countries, and its prospects and limitations. Major areas discussed include: (1) the institutional evolution of development aid; (2) forms of ODA, including project aid, program aid, bilateral aid, multilateral aid, technical assistance, food aid, and emergency assistance; (3) the political economy of ODA; (4) a contemporary ODA portrait, examining global ODA patterns, ODA recipients, and the quality of ODA; (5) bilateral donors (those controlling the source of aid and the aid channel), considering policy and pressures and providing ODA profiles of Australia, Austria, Belgium, Canada, Denmark, Federal Republic of Germany, Finland, France, Italy, Japan, the Netherlands, New Zealand, Norway, Sweden, Switzerland, the United Kingdom, the United States, the organization of Petroleum Exporting Countries, and others; (6) the multilateral system; (7) proposals to reform and improve ODA; and (8) the relationship of non-governmental organizations (NGO) and ODA, considering the advantages of NGO operations in development assistance, several functions for NGOs in ODA, and proposals to invest NGOs with more critical responsibility for ODA. (A selected bibliography to help understand the policies and trends noted is included.) (JN)

ED 249 117 SO 015 863

Beckett, Ernest; Miller, Mary Bruce

Guide to Teaching Citizenship/Law-Related Education High School Courses. Youth and the Law (Junior High School) and Criminal and Civil Law (Senior High School).

Long Beach Unified School District, Calif.

PUB DATE- 83

NOTE- 135p.; Guide developed as part of the Law in a Free Society Project. Title on inside cover page reads: Guide to Teaching and Teacher Reference for Youth and the Law, Junior High School Elective and Criminal and Civil Law, Senior High School Elective.

LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Citizenship Education; Concept Teaching; *Criminal Law; Delinquency; Educational Objectives; Justice; *Legal Education; Privacy; Relevance (Education); Responsibility; Secondary Education; Student Interests; Tests; Units of Study

IDENTIFIERS- Authority; *Civil Law; *Law Related Education

Course outlines, evaluation instruments, and background information to help teachers implement two legal education courses, one for junior and one for senior high school, are provided. The junior high course, "Youth and the Law," introduces basic legal terminology and criminal and civil processes, giving special attention to the concepts of authority and responsibility. The senior high course, "Criminal and Civil Law," also deals with the criminal and civil legal processes, but emphasizes the concepts of justice and privacy. Information provided for each course outline includes objectives; a course description; listings of instructional materials and educational television programs; and an implementation chart which outlines student objectives, skills, and attitudes with course content and instructional resources. Pre- and post-test evaluation instruments are included for each course. Also included in the guide are a rationale for the courses, the findings of a national evaluation project in law-related education, and discussions of six critical features of a properly implemented law education program and the capacity of legal education to reduce delinquency. (RM)

ED 248 735 HE 017 231

Folger, John

Budget Reform to Improve Higher Education Quality.

PUB DATE- Apr 84
NOTE- 10p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Budgeting; Change Strategies; Decision Making; Educational Finance; *Educational Quality; *Financial Policy; Government School Relationship; *Higher Education; Improvement Programs; *Resource Allocation; *State Aid

A national project designed to examine issues of budget reform and quality improvement in higher education is described. The focus is state-level budget practices and their impact on institutions. Most of the funding for quality improvement has been categorical: a small percent of the budget is set aside to achieve particular quality or improvement objectives. Some examples are: special additions to the budget to support engineering, computer science, or other fields that are important to state economic development; budget additions to support "Centers of Excellence" or "Programs of Distinction;" incentive funding to achieve specified goals; and raising funds from private sources by matching funds. Budget allocation to satisfy various interest groups often leads to incremental funding and preserving the status quo. These conservative tendencies are enhanced by inflation and fiscal shortages. It is suggested that the budget can emphasize quality by: linking budget decisions to an academic evaluation process; practicing strategic planning; giving institutions more flexibility and more incentives for effective resource use; and implementing categorical programs, which can focus attention on the importance of quality objectives and their achievement. (SW)

ED 248 748 HE 017 606

Computer Technology and Nursing Education.

Southern Council on Collegiate Education for Nursing, Atlanta, GA.; Southern Regional Education Board, Atlanta, Ga.

PUB DATE- 84
NOTE- 69p.; Papers based on presentations at the Annual Meeting of the Southern Council on Collegiate Education for Nursing (Atlanta, GA, October 26-28, 1984).
AVAILABLE FROM- Southern Council on Collegiate Education for Nursing, 1340 Spring Street, N.W., Atlanta, GA 30309 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - General (020) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Authoring Aids (Programing); *Computer Assisted Instruction; *Computer Oriented Programs; Delivery Systems; Higher Education; *Information Systems; Microcomputers; *Nursing; *Nursing Education; *Program Administration
IDENTIFIERS- Nursing Education Module Authoring System

The influences of computer technology on college nursing education programs and health care delivery systems are discussed in eight papers. The use of computers is considered, with attention to clinical care, nursing education and continuing education, administration, and research. Attention is also directed to basic computer terminology, computer system design, sources of information on computers, and system costs. Functions of a medical information system are discussed, along with a specific application of computers: the Nursing Education Module Authoring System (NEMAS), which can be used to create instructional modules and to deliver the modules to learners and record their responses. Titles and authors of the papers are as follows: "Computers in Nursing: Where Are the Leaders?" (Richard E. Pogue); "Basics of Computer Technology: Clearing the Crystal Ball" (Gary D. Hales); "Dean's Use of Computer Technology in Administering a Nursing Program" (Billye J. Brown); "Computer-Assisted Instruction in Nursing Education" (Donna E. Larson); "Computer Use in Nursing Service" (Carol A. Romano); "Nursing Education Module Authoring System" (Carole Hudgings); "Drug Therapy Course" (Lucille M. Pogue); and "Survey of Microcomputer Use in Southern Nursing Education" (Audrey F. Spector). (SW)

ED 248 762 HE 017 626

Brozo, William G.; Stahl, Norman A.
Focusing on Standards: A Checklist for Rating Competencies of College Reading Specialists. College Reading and Learning Assistance Technical Report 84-04.

PUB DATE- 84
NOTE- 14p.; For related documents, see HE 017 623-625.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Qualifications; *Check Lists; College Faculty; *Competence; *Evaluation Methods; Higher Education; Preservice Teacher Education; *Reading Consultants; Research Skills; Self Evaluation (Individuals); Standards; *Student Evaluation; Teacher Behavior; *Teacher Evaluation; Teaching Skills; Undergraduate Study

A checklist to rate competencies of college reading specialists is presented, along with background information about the instrument. Based on a review of the literature on professional standards for specialists, five broad categories of competencies were developed: undergraduate training, instruction, research and measurement, administrative and counseling, and personal characteristics. The checklist, called "The College Reading Competency Checklist," can be used in at least four situations: by a reading teacher search committee, for supervision of undergraduate and graduate practicums in college reading, for supervision and review of reading specialists, and for self-evaluation. When using the checklist, the evaluator ranks the specialist's competencies on a three-point scale ranging from low to high. Under each of the five broad categories, skill competencies and knowledge prerequisites are detailed. For example, under the category of "instruction," the first skill is the ability to individualize instruction. The numbers next to this skill denote that it was cited six times in the literature, and the exact sources can be determined by looking at the corresponding numbers in the appended reference section. (SW)

Smyrnew, John
Athabasca University Fact Book 1981-1982.
Athabasca Univ., Edmonton (Alberta). Office of Institutional Studies.
PUB DATE- Dec 82
NOTE- 112p.; For related documents, see HE 017 642-643.
AVAILABLE FROM- Athabasca University, Office of Institutional Studies, 12352-149 Street, Edmonton, Alberta, T5V 1G9 Canada.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Libraries; College Programs; Credit Courses; Distance Education; Expenditures; Foreign Countries; Full Time Faculty; Geographic Distribution; Higher Education; Income; *Institutional Characteristics; Library Services; *Operating Expenses; School Registration; Space Utilization; *Student Characteristics; *Teacher Characteristics
IDENTIFIERS- *Athabasca University AB; North Island College BC

Comprehensive information on Athabasca University, Alberta, Canada, is provided for 1981-1982. The univeristy collaborates with other institutions, notably the Universities of Alberta and Calgary, the Native Education Council, and North Island College in British Columbia. To promote understanding of the statistical data, a narrative description of the university and its operations is provided, along with definitions of terms. Statistical tables on students cover the following: age distribution of all Athabasca students, including those registered through affiliated institutions; age distributions of Athabasca University students and North Island College students; age and sex distribution of all students; sex distribution of Athabasca University students and North Island College students; geographic distribution of all students by province and territory; geographic distribution of all students by Alberta census division, Alberta school district, and Alberta municipality; admission category of Athabasca University and North Island College students; and number of graduates by credential conferred. Statistical tables on staff cover: staffing by organizational unit; full-time support staff; full-time professional and support staffing activity; salaries and ages of professional staff; full-time professional staff salaries; full-time professional staff by age; and geographic distribution of tutors. Statistical tables are also provided on course registrations by field and course title, operations and physical plant, and finances. Athabasca University has developed delivery modes which facilitate "learning at a distance," involving such media as print, television, radio and television. (SW)

Waggaman, John S.

Articulation Outcomes from Use of the Products and Services of the Florida Statewide Course Numbering System.

PUB DATE- Jun 82
NOTE- 14p.; Paper presented at the Annual Florida Statewide Conference on Institutional Research (15th, Orlando, FL, June 24-25, 1982).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Advising; *Articulation (Education); *Computer Oriented Programs; *Courses; Higher Education; *Number Systems; School Registration; *State Colleges
IDENTIFIERS- *Florida

The results of an evaluation of the Florida Statewide Course Numbering System (SCNS) are discussed. Surveys were conducted with the institutional liaison officers to SCNS, as well as with faculty members and department chairs. The uniform course numbering system is designed to enhance articulation, particularly the efficient movement of students from the public community colleges to the state universities of Florida. Computerized academic advising systems have been helpful, especially for transfer students who wish to evaluate comparable courses at different institutions. Attention is directed to the following types of usage of SCNS products and services: admissions and registration, articulation and course comparability, creation of a community of scholars, counseling and advisement, curriculum analysis, funding methods and student costs, regional analysis and course comparability, and maximizing student course transfers. It is claimed that the most deficient areas of usage of SCNS materials occurs at the department level. Only 7 percent of the total faculty respondents to the evaluation survey indicated they had ever used the microfiche of the course inventory and discipline taxonomies. (SW)

ED 248 907 JC 840 402

Konnyu, Ernest; And Others
Minority Report to the Special Committee on Community Colleges.
California State Legislature, Sacramento. Assembly.
PUB DATE- 12 Jan 84
NOTE- 24p.; Attachment C, "Rx for Community Colleges" (San Jose Mercury, January 4, 1982), not available due to copyright restrictions. For a related document, see JC 840 401.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; *Community Colleges; *Educational Quality; State Legislation; *Statewide Planning; Student Financial Aid; *Tuition; Two Year Colleges
IDENTIFIERS- *California

This minority report focuses on the issues of academic quality and student fees in California's community colleges. After a discussion of the relationship between fees and larger community college issues (e.g., mission, state and local control, equity, and efficiency), the question of academic quality is posed as the major issue in higher education. This discussion highlights the increase in state spending on community college education in the last 10 years; examines the decline in academic quality and the decrease in the rate of transfer to four-year institutions; and presents proposals designed to improve the academic quality of community college education. Next, the report presents the major principles of the 1983 Assembly Republican fee proposal and outlines arguments in support of the proposal in the areas of equity and efficiency. These arguments suggest that those who can afford and can benefit from a college education should pay a portion of the costs of that education; because of adequate financial aid, the proposal would not have an adverse impact on educational access; and fee revenues could be used to improve the quality of the state's community colleges. The report concludes by presenting and responding to arguments against the imposition of fees. (HB)

ED 248 921 JC 840 514

Roueche, Suanne D., Ed.
Team Learning in Large Classes.

PUB DATE- 30 Mar 84
NOTE- 4p.; From "Team Learning in Large Classes," by Larry K. Michaelsen, in: New Directions for Teaching and Learning; Number 4. San Francisco, Jossey-Bass Inc., Publishers, 1983, p13-22.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120) Collected Works - Serials (022)
DESCRIPTORS- *Group Activities; Group Discussion; *Grouping (Instructional Purposes); *Large Group Instruction; Postsecondary Education; Team Training
IDENTIFIERS- *Team Learning

Information and suggestions are provided on the use of team learning in large college classes. Introductory material discusses the negative cycle of student-teacher interaction that may be provoked by large classes, and the use of permanent, heterogeneous, six- or seven-member student learning groups as the central focus of class activity as a method of breaking this cycle. The next sections briefly examine the formation of groups; the sequence of instructional activities (i.e., individual study followed by individual exam, then group discussion and exam, lecture, and application-oriented activities); the organization of course material so that each topic provides a conceptual framework for the next; and the development and management of group-oriented classroom activities such as tests, problems, case analyses, and role plays. After commenting on the importance of ensuring sufficient space and time for group work, the paper discusses two methods of providing feedback and handling student challenges. The final section summarizes the results of team learning in large classes, focusing on the in-class and out-of-class benefits for students and instructors. Benefits for students are seen in their active involvement in the learning process, the provision of immediate feedback, ready access to individual help, and the opportunity to work on challenging problems. (LAL)

Sharp, Karen Tobey
Meeting the Challenge: Implications of "Educating Americans for the 21st Century" for Two-Year Colleges.
PUB DATE- May 84
NOTE- 21p.; For "Educating Americans for the 21st Century," see ED 233 913.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Change; Educational Needs; *Educational Objectives; Educational Quality; Elementary Secondary Education; *Mathematics Curriculum; *Mathematics Education; Program Costs; Two Year Colleges
IDENTIFIERS- *Educating Americans for the 21st Century

The recommendations of "Educating Americans for the 21st Century," a plan of action developed by the National Science Board Commission on Pre-College Education in Mathematics, Science, and Technology, are discussed in this paper with special reference to their implications for two-year colleges. After outlining the main thesis of the report (i.e., the nation is failing to provide its children with the intellectual tools needed for the 21st century), the paper reviews the Commission's proposals for changing what is learned and how it is taught, through: (1) building a strong national commitment to quality education for all students; (2) providing earlier and increased exposure to math, science, and technical subjects; (3) providing a system to measure student participation and achievement; (4) retraining, attaining, and keeping quality teachers; (5) improving the quality and usefulness of the curriculum; (6) establishing exemplary programs in every community to serve as standards of excellence; (7) utilizing all available resources; and (8) establishing and meeting costs. After examining the detailed recommendations proposed by the Commission for meeting these objectives, the paper suggests the kinds of improvement and problems that may result for U.S. colleges if the elementary and secondary schools attain the goals set out in the Commission report; e.g., entering college freshmen will have greater math ability, yet the national shortage of math teachers will be exacerbated. (HB)

ED 248 949 PS 014 466

Clark, Margaret M.; And Others

Pre-school Education and Children with Special Needs.
Birmingham Univ. (England). Faculty of Education.
SPONS. AGENCY- Department of Education and Science, London (England).
PUB DATE- Jul 82
NOTE- 160p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Admission (School); Behavior Problems; Communication Research; Day Care Centers; Foreign Countries; Gifted; Identification; Interviews; Language Tests; Learning Disabilities; *Limited English Speaking; *Mainstreaming; Naturalistic Observation; Nursery Schools; Parent Role; Physical Disabilities; *Preschool Children; *Preschool Education; *Special Education; *Special Schools; Speech Handicaps; Staff Utilization; Teacher Education; Videotape Recordings
IDENTIFIERS- *England; England (Birmingham); England (Coventry); Playgroups

Modeled on a similar study conducted in Scotland, this study reports on preschool children in two cities of England's Midlands Region (Birmingham and Coventry). Subjects had special needs including physical, mental, behavioral, speech, and second language problems; in addition, some were gifted. A survey identified children with special needs in ordinary preschool units such as nursery classes, day nurseries, and play groups. Structured interviews with the persons in charge of ordinary units and units attached to special schools yielded data on staffing patterns and training; parent involvement; accommodations; involvement of outside professionals; records kept on each child; and nursery policies regarding admissions, catchment area, and waiting lists. Two observational studies were conducted between October 1979 and December 1981: (1) timed sample structured observations of 17 children with special needs in ordinary preschools; and (2) observations of the communication of seven children, involving a language test and transcriptions of videotape recordings. Interviews with the parents of 13 of the 17 children with special needs focused on parents' choice of preschool unit, special provisions for their child in the preschool, and attitudes toward special preschool units. The final chapter summmarizes results of the research and discusses implications for educational policy. (CB)

ED 248 963 PS 014 577

Etaugh, Claire

Effects of Maternal Employment on Children: An Updated Review.

PUB DATE- May 84
NOTE- 40p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (Chicago, IL, May 3-5, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Academic Achievement; Academic Aspiration; Adjustment (to Environment); *Adolescents; Age Differences; Childhood Attitudes; *Children; Concept Formation; Day Care; *Employed Parents; Employee Attitudes; Infant Behavior; Intelligence Quotient; *Mothers; Occupational Aspiration; Parent Attitudes; *Parent Child Relationship; Sex Differences; Sex Role
IDENTIFIERS- Child Behavior; Parent Behavior

In addition to summarizing the last decade's findings on the effects of maternal employment on children, this paper integrates these data with results from earlier studies. Findings are summarized according to the age of the child (i.e., infants, preschoolers, elementary school children, and adolescents). Findings related to infants and preschoolers are presented on the topics of parent and child behavior and parental attitudes. For elementary children and adolescents, parental behaviors and attitudes and the children's personality adjustment, school achievement and intelligence, educational and career aspirations, sex-role concepts, and perceptions of parental behavior are discussed. Among other conclusions are the assertions that a great deal of consistency exists between the findings of the past decade and those obtained earlier and that the effects of maternal employment on children are mediated by such variables as the age and sex of the child, socioeconomic status and racial background, conditions of maternal employment, and the attitudes of both parents. Over 100 references are cited. (CB)

ED 248 977 PS 014 592

Strickland, Charles

The Rise and Fall of Modern American Childhood: Reflections on the History of Childhood in the Twentieth Century.

PUB DATE- Apr 84
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adults; Child Advocacy; *Child Rearing; *Children; *Child Role; Employed Women; *Family Life; Mass Media; Parent Child Relationship; Social Attitudes; *Social Change; *Social History; Sociocultural Patterns

The major theme of American childhood in the 20th century has been the rise and then the beginning decline of modern childhood. The term "modern childhood" refers to a particular constellation of adult attitudes and institutional arrangements, the heart of which is the belief that children should occupy a world of their own, separate from the world of adults. Three factors led to the rise of this idea in the 19th century: the increased preoccupation with the nature and needs of children, the belief that adulthood was becoming so complex that it required a long apprenticeship, and a family structure that gave women primary responsibility for childrearing. Much of the impetus for child welfare legislation in the first half of the 20th century came from women with genuine concern for the young. Other political and economic motives for this legislation meant that it received meager funding and produced uneven results. Modern childhood became firmly established in the child-centered suburban homes created by post World War II prosperity. The decline of modern childhood began in the 1950s and continued over the next decades due to changes in women's economic roles, the structure of families, and the mass media. (Author/CB)

ED 248 991 PS 014 620

Ruiz, Andres Julian

Modifying Racial Attitudes of Second Graders in a Multicultural Setting Using a Curriculum Approach.

PUB DATE- Jul 82
NOTE- 87p.; Practicum Report, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Reports - Research/Technical (143)
DESCRIPTORS- Action Research; Activity Units; Affective Objectives; *Attitude Change; Behavior Change; Childhood Attitudes; Cultural Activities; *Cultural Awareness; Cultural Background; Cultural Enrichment; *Curriculum Development; *Elementary School Students; Experiential Learning; Grade 2; Interdisciplinary Approach; *Multicultural Education; Pretests Posttests; Primary Education; *Racial Attitudes; Racial Bias; Student Attitudes

An interdisciplinary unit designed to modify racial attitudes of primary school students was implemented in a multicultural setting. The target group was a class of 27 second-grade students representing nine countries: the United States, Haiti, Cuba, Puerto Rico, Nicaragua, Mexico, Ecuador, Pakistan, and China. Classroom problems included name-calling, fighting, segregated seating, and refusal to share materials across races. Goals of the unit were to help the students learn respect for themselves and others, to teach them about other cultures represented by the students in the class, to modify negative racial attitudes, and to foster positive attitudes toward others in the class and toward the cultures represented. The program consisted of a 12-week intervention. The first week related the concept of self-respect and respect for others. The next 10 weeks involved multilevel studies of each of the cultures represented in the class. A review was conducted in the final week. The program was evaluated on a pretest-posttest basis with an adaptation of the Bogardus Social Distance Scale. Results indicated that the program was effective in reducing students' racial bias. (Appendices include the adaptation of the scale; a weekly progress questionnaire; an extended bibliography of additional resource materials; and a teachers' guide to "Fugue for Four Frogs," a trilingual musical. (Author/RH)

ED 249 033   RC 014 989

Confidence Course Instructor's Guide.
Montgomery County Public Schools, Rockville, Md.
PUB DATE- 84
NOTE- 34p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adventure Education; *Creative Development; *Educational Games; *Experiential Learning; Grade 6; *Group Experience; Human Relations; *Outdoor Education; *Physical Activities; Risk; Secondary Education; Self Esteem; *Social Development; Teamwork
IDENTIFIERS- Montgomery County Public Schools MD

The Confidence Course is a program of physical activities which seeks to improve individual self-image and to develop initiative and resourcefulness while promoting feelings of trust and good will within a group. General guidelines and procedures include safety considerations as well as common sense in activity selection and a perspective of success for all rather than competition among group members. Activities are carefully sequenced as to difficulty, and group discussion periods between activities allow participants to verbalize together what they have learned. Five major categories are 1) group activities requiring cooperation and teamwork but a small amount of trust, 2) group activities requiring high amounts of trust, communication, and teamwork, 3) activities involving two people and requiring communication and cooperation, 4) individual activities promoting self-confidence and/or trust in others, and 5) individual activities requiring a high degree of self-confidence and/or trust in others. Specific instructions for each activity include materials needed, objectives, instructions to participants, and safety procedures and teaching hints for the instructor. Sample activities are beams, cable cooperation, flea hop, trust fall, and welcome aboard. (MM)

ED 249 060 SE 045 065

Brophy, M.; Fryars, M.
Living Things Reproduce. Seychelles Integrated Science. Teacher and Pupil Booklets . Unit 6.
National Inst. of Pedagogy (Seychelles).
SPONS. AGENCY- Ministry of Education and Information (Seychelles).
PUB DATE- 83
NOTE- 49p.; Document contains several pages of marginal legibility. For units 1 through 13 of this series, see SE 045 060-072.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Biology; Botany; Curriculum Development; Integrated Curriculum; Junior High Schools; *Plant Growth; *Reproduction (Biology); *Science Activities; Science Curriculum; Science Education; *Science Programs; *Secondary School Science; Units of Study
IDENTIFIERS- Chickens; Flowers; *Seychelles Integrated Science Program

Seychelles Integrated Science (SIS), a 3-year laboratory-based science program for students (ages 11-15) in upper primary grades 7, 8, and 9, was developed from an extensive evaluation and modification of previous P7-P9 materials. This P8 SIS unit focuses on reproduction in animals and in flowering plants. Particular topics examined include the structure of the flowering plant, pollination, fertilization, seed dispersal, chicken reproduction (including the chicken life cycle), human reproduction, pregnancy, and birth. Provided for the unit is a student workbook and a set of teaching notes. The teaching notes include an overview of the SIS program, the general aims of the unit, and a lesson plan for each topic area. Each lesson plan includes a suggested time frame, a list of objectives, a list of equipment needed, and a suggested lesson format. This format includes suggestions for introducing the lesson, instructional strategies (emphasizing procedures for student activities), and evaluation methods. The student workbook includes procedures for completing the unit activities and a list of new words keyed to page numbers in the workbook. (JN)

ED 248 848 IR 011 297

Crist-Whitzel, Janet L.; And Others

Achieving Equity: Student-Led Computer Training.

Far West Lab. for Educational Research and Development, San Francisco, Calif.

PUB DATE- 84

NOTE- 51p.; Prepared at the Center for Research on Equitable Access to Technology in Education.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Access to Education; *Computer Literacy; Computer Oriented Programs; *Educationally Disadvantaged; *Equal Education; *High School Students; Models; *Peer Teaching; Program Descriptions; Program Evaluation; Secondary Education

This evaluative report describes a demonstration project undertaken by the Center for Research on Equitable Access to Technology in Education (CREATE) at the Far West Laboratory for Educational Research and Development; the project involved the design and implementation of computer literacy training of minority high school students in San Francisco using peer training. Three phases of the project are discussed: (1) an initial class in BASIC for 12 high school students of varied ethnic backgrounds; (2) a class in which 10 Central American Hispanic students were trained and another in which 11 Samoan students were trained; and (3) implementation of tutoring at a San Francisco high school. An examination of issues related to equitable access to computers in education looks at the extent and type of existing inequities, sex and language inequities, and the effectiveness of computer education for disadvantaged students. Data sources, equipment, procedures, and results of the study are described. Preliminary specifications are offered for a model of peer training in computer literacy, including instructional effectiveness for target students, implementation, school staff involvement and commitment, trainer qualifications, recruiting trainees, scheduling, course length, language problems, and cooperative learning structures. Fifty-one references and six tables are included. (LMM)

ED 249 074 SE 045 079

McInerney, Joseph D.; And Others
Biomedical Technology. Innovations: The Social Consequences of Science and Technology Program.
Biological Sciences Curriculum Study, Boulder, Colo.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
REPORT NO.- ISBN-0-8403-3286-6
PUB DATE- 84
NOTE- 94p.
GRANT- SED-7918968
AVAILABLE FROM- Kendall/Hunt Publishing Company, 2460 Kerper Blvd., P.O. Box 539, Dubuque, IA 52001 ($3.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Biomedicine; College Science; DNA; Embryology; Ethics; *Genetic Engineering; Higher Education; High Schools; Interdisciplinary Approach; Learning Activities; *Prenatal Influences; *Science Education; Secondary School Science; Social Influences; *Social Problems; *Technology
IDENTIFIERS- *Amniocentesis; Biological Sciences Curriculum Study; Science and Society

This module is part of an interdisciplinary program designed to educate the general citizenry regarding the issues of science/technology/society that have important consequences for both present and future social policies. Specifically, the program provides an opportunity for students to assess the effects of selected technological innovations in order to make intelligent decisions about them. This module, which focuses on issues related to biomedical technology, consists of an introductory activity (examining changing patterns of sickness and death) and five additional activities, each consisting of two or more parts. These activities address issues related to: (1) public understanding of biomedical science; (2) genetic screening; (3) in vitro fertilization and embryo transfer; (4) prenatal diagnosis (including why amniocentesis is done); and (5) recombinant DNA. All activities include a list of goals, procedures for tasks to be accomplished, discussion questions, and suggestions for further study. When applicable, student readings are included. (JN)

ED 249 088 SE 045 096

Raposo, Lucilia

Ciencias 3. Caderno de Exercicios. (Science 3. Workbook).

National Portuguese Materials Development Center, Providence, RI.

SPONS. AGENCY- Department of Education, Washington, DC.
REPORT NO.- ISBN-0-89856-259-2
PUB DATE- Apr 83
NOTE- 55p.; For related documents, see ED 222 369-374, SE 045 094-095.
AVAILABLE FROM- Evaluation, Dissemination and Assessment Center (EDAC), Lesley College, 49 Washington Ave., Cambridge, MA 02140 ($1.50).
LANGUAGE- Portuguese
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Astronomy; *Biological Sciences; *Elementary School Science; Geology; Grade 3; Intermediate Grades; *Learning Activities; *Physical Sciences; *Science Activities; Science Education

This workbook contains 47 activities and exercises which reinforce lesson topics found in the grade 3 science textbook. These lesson topics, presented in nine sections in the textbook, focus on such areas as: (1) solar energy, electricity, and light; (2) solar system, planets, earth motions, and phases of the moon; (3) gravity, rocks, and erosion; (4) atmospheric phenomena; (5) water and water resources; (6) plants found in deserts, forests, and savannahs, and plant products which are used as food; (7) animals found in deserts, forests, and savannahs; (8) the bodily senses and health concepts; and (9) changes in states of matter. The activities and exercises include word searches, crossword puzzles, fill-ins, and short answer questions. (JN)

ED 248 805 HE 017 673

Shorr, Marilyn, Comp.; Hoogstra, Lisa, Comp.
Directory of Higher Education Programs and Faculty. Fourth Edition.
Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.
PUB DATE- Aug 84
NOTE- 50p.
AVAILABLE FROM- Association for the Study of Higher Education, The George Washington University, One Dupont Circle, N.W., Suite 630, Washington, DC 20036 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Departments; *Doctoral Programs; *Education Courses; Full Time Faculty; *Graduate School Faculty; Higher Education; Masters Programs; Part Time Faculty; *Postsecondary Education as a Field of Study; Research; Research and Development Centers

A directory of graduate-level programs and centers for the study of higher education and college faculty in these programs is presented. Individual programs and centers are listed in alphabetical order and include the name of the program head, mailing address, and telephone number. An alphabetical listing of full-time faculty, their institutional address, and coded list of teaching and research interests is followed by a list of part-time faculty, institutional affiliation, office phone number, and coded specialties. Faculty members who are members of the Association for the Study of Higher Education as of March 1984 are identified by an asterisk. Twenty-one codes indicate research and teaching interests. (SW)

ED 248 834 IR 011 283

Raggatt, Peter, Ed.; Harry, Keith, Ed.
Trends in Distance Higher Education. Part I. DERG Papers Number 10a.
Open Univ., Walton, Bletchley (England). Distance Education Research Group.
PUB DATE- Mar 84
NOTE- 60p.
AVAILABLE FROM- Distance Education Research Group, The Open University, Walton Hall, Room 2229 M Block, Milton Keynes, MK7 6AA, United Kingdom. (2 British pounds per copy).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Audiotape Recordings; Case Studies; *Distance Education; Educational Radio; Educational Television; Foreign Countries; Higher Education; International Organizations; Microcomputers; *National Programs; Program Descriptions; *Program Development; *Research Projects; Telecommunications; *Universities
IDENTIFIERS- Printed Materials

This volume, the first of two, documents a selection of current worldwide research and activities and new developments in the area of distance-taught higher education. An introductory editorial summarizes the current status of distance teaching in higher education and identifies trends drawn from the reports collected. Details of origin, size, the student body, courses, media and methods, production and delivery systems, government, and finance are provided for Deakin University and the University of New England, Australia; the Radio and Television Universities of the People's Republic of China; University of the South Pacific, Fiji; University of Air (Hoso Diagaku), Japan; Allama Iqbal Open University, Pakistan; Sukhothai Thammathirat Open University, Thailand; and the Open University, United Kingdom. Other international initiatives and developments are outlined in reports describing the Centres de Tele-enseignement Universitaire and Ecole Normale Superieure de Saint-Cloud, France; distance education in Swedish Universities; the International Council for Distance Education Research Committee; and the United Nations University/International Centre for Distance Learning. (LMM)

ED 248 878 IR 011 332

Teacher to Teacher: Getting into Computers.

Monrovia Unified School District, CA.
PUB DATE- 84
NOTE- 33p.; Prepared by the California Demonstration Program in Reading, Santa Fe Middle School.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Computer Assisted Instruction; *Courseware; Elementary Secondary Education; *Evaluation Criteria; *Microcomputers; Models; Planning; Policy Formation; Program Development; Program Implementation; *Purchasing; Word Processing
IDENTIFIERS- *Software Selection

Guidelines for purchasing computers and for curriculum planning are offered as a beginning for educators interested in computers. The first section includes eight steps to take in planning for a computer, a chart of a microcomputer infusion model, an article on rating the microcomputers, and guides to understanding the rating factors and computer costs. A factor weight chart is also included. A chapter on selecting software covers care and maintenance of equipment and provides Commodore PET software tips and a sample educational software evaluation. A sample computer plan from the Monrovia (California) Unified School Districts is also included. Ways to cope with having to use one computer with 30 students are described, including a role-playing activity entitled "The Human Computer." Word processing with a computer is briefly explained. Vocabulary definitions, a resource list of California Teacher Education Computer Centers (TECC) and publications for students and teachers, and a five-item bibliography are included. (LMM)

ED 248 893 IR 011 370

Roles in Media Program Development: School and Community.
Georgia State Dept. of Education, Atlanta. Office of Instructional Services.
PUB DATE- 82
NOTE- 22p.; Best copy available.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Advisory Committees; Community Role; Coordinators; *Educational Media; Elementary Secondary Education; *Media Specialists; Principals; *Program Administration; Program Development; Program Implementation; *School Districts; *Staff Role; Superintendents
IDENTIFIERS- *Georgia

This booklet describes the interrelated and complementary educational roles and duties of the school district superintendent, principal, system media contact person, media coordinator, media specialist, curriculum coordinator, instructional staff, system media committee, building media committee, and the community. The descriptions of each role highlight the interrelationships in media program development, indicate the individual roles as local media-related responsibilities are fulfilled, and identify the range of media functions necessary for effective media services. A list of Georgia area media committee members, definitions, and a form for evaluating the booklet are included. (LMM)

ED 249 047 SE 044 890

Pozo, Frank, Comp.
Call Numbers and Holdings of Journals Listed in Applied Science & Technology Index Located in the Libraries of North Carolina State University. Second Edition.
North Carolina State Univ., Raleigh. D.H. Hill Library.
PUB DATE- 84
NOTE- 83p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- *College Science; Higher Education; *Library Collections; *Periodicals; Scholarly Journals; *Technology
IDENTIFIERS- *Call Numbers

This document consists of the call numbers and holdings of journals listed in the "Applied Science and Technology Index" (ASTI) located in the libraries of North Carolina State University (NCSU). In addition to helping ASTI users at NCSU, it may also be used for regional and national purposes. As a regional resource it may help libraries with smaller technology collections who use ASTI as a resource for technical information. On a national as well as a regional level, the bibliography provides the only single published list of all journal abbreviations used by ASTI in their publication for over 25 years since their first issue. Since ASTI has only recently (1983) switched to standardized abbreviations, this would be a valuable source of information on elusive journal abbreviations. The bibliography provides the following information for each periodical abbreviation listed in the issues of ASTI: (1) the time period that abbreviation was used; (2) the main entry for the journal in the Serials Card Catalog of NCSU's Hill Library; (3) the location code and call number of the journal if the NCSU libraries own the journal; and (4) the volumes and years of the journals in NCSU's libraries. (JN)

ED 249 104 SE 045 118

Energy Around Us. A Fall Activity Packet for Fourth Grade.
Jackson Community Coll., MI. Dahlem Environmental Education Center.

SPONS. AGENCY- Department of Education, Washington, DC. Inst. of Museum Services.
PUB DATE- 83
NOTE- 38p.
GRANT- G008103172
AVAILABLE FROM- Dahlem Environmental Education Center, Jackson Community College, 7117 South Jackson Rd., Jackson, MI 49201.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Alternative Energy Sources; Art Activities; Ecology; Elementary School Mathematics; Elementary School Science; *Energy; *Environmental Education; *Field Trips; Grade 4; Interdisciplinary Approach; Intermediate Grades; Language Arts; *Learning Activities; Outdoor Activities; Power Technology; Science Activities; Social Studies

This instructional packet is one of 14 school environmental education programs developed for use in the classroom and at the Dahlem Environmental Education Center (DEEC) of the Jackson Community College (Michigan). Provided in the packet are pre-trip activities, field trip activities, and post-trip activities which focus on energy uses, energy sources, and issues associated with energy. Strategies for using these activities with fourth grade students are also provided. During the pre-trip activities, students identify the variety of ways they can use energy and the sources of that energy. On the field trip, they learn how plants and animals use energy and complete some wind, water, and solar experiments. The post-trip activities extend this information by examining the advantages and disadvantages of various energy sources. In addition, students complete a valuing exercise and conduct an energy conservation project. A list of formal and non-formal objectives for the indoor and outdoor field trip activities at the DEEC are presented in a separate field trip guide. All activities are interdisciplinary (science, mathematics, language arts, social studies, and art) and foster the development of such skills as classification, problem-solving, interdependence, and global awareness. (JN)

ED 249 118 SO 015 864

Tyrell, Jean
Increasing Junior High School Students' Social Studies Concept Attainment through Reading Comprehension Activities.
PUB DATE- 83
NOTE- 27p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Concept Teaching; *Content Area Reading; Critical Reading; Grade 6; Grade 7; Grade 8; Interdisciplinary Approach; Intermediate Grades; Junior High Schools; Learning Activities; Readability; *Reading Comprehension; Relevance (Education); *Social Studies; Student Interests; Teacher Role; Teaching Methods; Textbook Selection; Vocabulary Development
IDENTIFIERS- Guided Reading Procedure

Ways in which social studies teachers can help students in grades 6, 7, and 8 improve their reading comprehension and understanding of social studies ideas and concepts are discussed, and sample reading comprehension activities are provided. First, teachers must choose a textbook with readability and concept levels appropriate for their students. But the teacher's role extends beyond that of text selection; he or she must bring the student to an understanding of the concepts located within the textbook. This can be done by teaching students important vocabulary terms, relating the material to the student's experience, guiding reading to provide support (e.g., asking students to find the main idea of a paragraph), and providing reading experiences to reinforce the concepts. Sample activities which can be used to develop social studies concepts are provided in the appendices. They can be modified for use with different grade levels or textbooks. The activities include acrostics, an unscrambling word exercise, spelling games, a reading selection and a worksheet that serves as a reading guide, and a worksheet that asks students to develop test questions based on chapter headings. (RM)

ED 248 749 HE 017 607

Devlin-Scherer, Roberta

Peer Advising in a School of Business.

PUB DATE- 84
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Advising; *Ancillary School Services; Business Administration Education; *College Students; Eligibility; *Helping Relationship; Higher Education; *Peer Counseling; Rating Scales; Skill Development
IDENTIFIERS- *Ithaca College NY

The concept of peer advising to supplement faculty efforts was initiated in 1981 by students in the School of Business at Ithaca College. In order to increase personalized assistance, a group of students was selected and trained in School of Business procedures, basic counseling, and college services. Peer advisers must meet a grade point average standard and submit an application with two faculty recommendations. A team of peer advisers and a faculty adviser review the applications, and final applicants undergo interviews. A 2-day training program involves team building, basic counseling skills, college support services, the writing and reading center, the educational opportunity program, and the counseling center. While continuing to provide drop-in advising services to students, peer advisers now have increased responsibilities, including newsletter writing and participating in interviews with prospective students and their parents. As part of evaluation of the peer advising service, data have been collected on the number of student requests for specific services. Common role play situations that are used for peer adviser training are identified. A list of questions for peer advising interviews and a rating form for the interviews are included. (SW)

ED 248 763 HE 017 627

Inventory of Physical Facilities of Ontario Universities.

Council of Ontario Universities, Toronto. Research Div.

REPORT NO.- ISBN-0-88799-184-X
PUB DATE- Jul 84
NOTE- 90p.
AVAILABLE FROM- Council of Ontario Universities, 130 St. George
  Street, Suite 8039, Toronto, Ontario M5S 2T4.

LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *College Buildings; *Facility Inventory; Foreign
  Countries; Higher Education; *School Space; School Surveys; *Space
  Utilization; Universities
IDENTIFIERS- Canada; *Ontario

Inventory data on the physical facilities of Ontario universities are presented for 1983-1984. The first table provides a summary of all net assignable square meters (NASM), by institution, for categories of space covered by the Council of Universities (COU) space standards and for categories of space to which the standards do not apply. Additional tables include: a detailed breakdown of all NASM, by institution, for each of the 20 space categories defined by the Subcommittee on Space Coding; a distribution of NASM by building age and excluding rentals; institutional space requirements as measured by COU revised space standards by comparison to actual inventory; analyses of space generated and inventoried by space type; space inventoried/space generated ratio for all space types; and space generated and space inventories per full-time-equivalent student. For each university, the tables on COU space standards and institutional space requirements cover input measures, space factors, space generated, and inventory for the various space categories (e.g., classrooms, class labs, research areas, academic office, administrative office, library, and athletic space). Graphs are included. (SW)

ED 248 791 HE 017 656

Brandenburg, Richard K.; Simpson, William A.
The Use of Computational Diagrams and Nomograms in Higher Education.
PUB DATE- 84
NOTE- 9p.
AVAILABLE FROM- Association for Institutional Research, 314 Stone Building, Florida State University, Tallahassee, FL 32306.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *College Administration; College Planning; *Computation; *Diagrams; *Graphs; Higher Education; *Mathematical Models

The use of computational diagrams and nomographs for the calculations that frequently occur in college administration is examined. Steps in constructing a nomograph and a four-dimensional computational diagram are detailed, and uses of three- and four-dimensional diagrams are covered. Diagrams and nomographs are useful in the following cases: (1) wherever a routine calculation must be performed repeatedly, using different input values; and (2) in planning where a relatively simple analytical model is needed to calculate responses to "what if" questions posed in the form of values assigned to input variables. The nomograph involves a set of numerical scales calibrated along straight lines that are usually parallel. Nearly any calculation that can be represented by a computational diagram can also be represented by a nomograph, or conversely. In general, nomographs work best when the number of variables is less than six and the mathematical relationships are relatively simple. It is claimed that computational diagrams and nomographs not only equal the performance of a microcomputer, they are more convenient to use and can be used by all participants in planning sessions. Applications of these approaches for modeling departmental workloads and for an instructional model of a department are illustrated. (SW)

ED 248 820 HE 017 707

Diener, Thomas
College Faculty and Job Satisfaction.
PUB DATE- Apr 84
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 23-27, 1984).
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Environment; *College Faculty; *Faculty College Relationship; Higher Education; *Job Satisfaction; Professional Autonomy; *Teacher Attitudes; *Work Environment

Attitudes of 277 faculty members about their work were surveyed in 1983. Herzberg and colleagues' theory that work satisfaction stems from the work itself and dissatisfaction from the work environment was also explored. Attention was directed to attitudes toward work, job stress, overall job satisfaction, and chief job satisfactions and dissatisfactions. Specifically, consideration was given to work demands (such as class load or research opportunities), working conditions (such as adequacy of facilities or class size), and rewards and appreciation (such as salary and recognition for good teaching). The chief source of satisfaction for the respondents was student growth, followed by personal growth and intellectual stimulation. Working conditions that enhance the life and work of a faculty member--a flexible schedule and autonomy in the classroom--were highly valued. Dissatisfactions arose from working conditions, including poor facilities and equipment, inflexible or heavy teaching schedules, lack of recognition, low salaries and high amounts of bureaucracy, and student and colleague apathy. Information on the characteristics and background of the faculty respondents is included. (SW)

ED 248 863 IR 011 314

Taitt, Henry A.
TLC for Growing Minds. Microcomputer Projects. Junior High Projects for Volumes 3 & 4.
REPORT NO.- ISBN-0-88193-113-6
PUB DATE- 83
NOTE- 47p.; Reproducibility may be limited due to use of colored paper throughout the document. For related documents, see IR 011 306-311, IR 011 315-316, and IR 011 318-319.
AVAILABLE FROM- Creative Learning Association, Inc., RR#4, Box 330, Charleston, IL 61920 ($9.95 per copy; quantity discounts available).

LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Computer Graphics; *Computer Science Education; Computer Software; Input Output Devices; Instructional Materials; Junior High Schools; *Learning Activities; Mathematics; *Microcomputers; Problem Solving; *Programing; Programing Languages
IDENTIFIERS- Apple II; *BASIC Programing Language; Computer Games

Designed to improve students' thinking, learning, and creative skills while they learn to program a microcomputer in BASIC programing language, this book for intermediate learners at the junior high level provides a variety of microcomputer activities designed to extend the concepts learned in the accompanying instructional manuals (Volumes 3 and 4). These activities require students to apply those concepts to challenging problems which need original and creative solutions. Each activity includes a program to enter, run, and observe, and a challenge requiring use of a principle taught in the related instructional manuals. Changes to clarify the use of a new principle are included for some projects. Activities include: creating programs that ask for the first name of a person to be guessed; print on the screen only those numbers that can be divided evenly by 7; store random numbers; store 5 random integers in an array; print all the whole numbers from 1 to 10 and print a star next to those numbers that are even multiples of 3; print the message EVEN or ODD after each number from 1 to 10; and display a small spaceship on the screen. A final superchallenge asks students to create and save several subprograms that can be combined to form the start of a game. (Author/LMM)

ED 248 922 JC 840 515

Landsburg, David; Witt, Stanley
Writing Across the Curriculum: One Small Step.
PUB DATE- 20 Apr 84
NOTE- 4p.
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120) Collected Works - Serials (022)
DESCRIPTORS- Community Colleges; *Content Area Writing; *Interdisciplinary Approach; Program Descriptions; Two Year Colleges; *Writing Evaluation; *Writing Exercises; *Writing Instruction; Writing Skills
IDENTIFIERS- *Pima Community College AZ; *Writing Across the Curriculum

A writing-across-the-curriculum program has been initiated at the East Campus of Pima Community College in an effort to improve student literacy. The program operates in the following manner: (1) faculty in all disciplines on campus are asked to get involved in the program, those who participate being paid a one-time fee of $100 for their efforts; (2) participating faculty develop a writing assignment which meets prescribed criteria, such as proper formatting, acceptable documentation, and correct language usage; (3) students complete the assignment and submit their paper to the course instructor; (4) the course instructor submits the papers to a "Collateral Grader," a writing instructor who grades the papers for mechanics; (5) the "Collateral Grader" marks all detected errors in each paper and makes an overall evaluation indicating that the paper passes or must be rewritten; (6) the course instructor grades the passing papers for content and determines the course grade; and (7) participating faculty evaluate the process at the end of the course. The use of the "Collateral Grader" has several advantages; e.g., students receive writing feedback from an instructor who has the skills to effectively grade grammar, spelling, punctuation, and usage; awareness of the need for campus-wide writing standards is generated; and student-teacher negotiation concerning the importance of writing skills is reduced. Survey results show positive responses from both students and faculty. (LAL)

ED 248 936 JC 840 531

Heringer-Hairston, H. Grace
Curriculum Model for Training Secretaries/Office Assistants: A Futuristic Approach.

PUB DATE- 84
NOTE- 258p.; Ed.D. Dissertation, Nova University.
LANGUAGE- English

EDRS Price MF01/PC11 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Research/Technical (143)
DESCRIPTORS- Community Colleges; *Curriculum Development; Curriculum Evaluation; *Employment Projections; Job Skills; *Office Occupations Education; Prediction; Program Evaluation; *Secretaries; *Technological Advancement; Two Year Colleges; Word Processing
IDENTIFIERS- *Skyline College CA

A study was conducted at Skyline College to develop and implement a futuristic curriculum model for training secretaries/office assistants to work in an automated office. The study involved four internal evaluations: (1) secretarial instructors evaluated the courses offered by the department using a strategic planning course analysis worksheet; (2) advisory committee members evaluated the secretarial courses and suggested new instructional units/courses to be added to the curriculum; (3) secretarial students indicated whether courses should be offered and whether the courses were of value to them; and (4) students were also asked to evaluate instructional quality in the department. In addition, local members of the Administrative Management Society and Golden Gate Word Processing Exchange were asked to predict the job titles and needed job skills for the office worker in 1990, to provide the basis for the curriculum model. Finally, the model and its implementation were evaluated by 5 administrators, 13 secretarial instructors, and 9 advisory committee members. The study report includes a review of related literature; a discussion of procedures and methodology; presentations of findings, conclusions and recommendations; and appendices providing relevant forms, memos, meeting agendas and minutes, questionnaires, and respondent comments. (HB)

ED 248 964 PS 014 578

Sher, Allen
The Importance of Play.
PUB DATE- 76
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General

(050) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Class Activities; Concept Formation; Creativity; Developmental Stages; *Dramatic Play; Games; Interpersonal Competence; *Manipulative Materials; Mathematics Skills; Outdoor Activities; Physical Activities; *Play; Playground Activities; *Preschool Education; *Skill Development; Teacher Developed Materials

Play is the spontaneous or organized recreational activity of children; it is at the heart of the preschool curriculum. Play aids in the development of physical, intellectual, and social skills. Children's play progresses through three developmental stages: solitary, parallel, and social. Preschool teachers should arrange for four kinds of educative play: (1) manipulative play, which involves handling equipment that has small pieces; (2) physical play, in which the large muscles are used in activities such as running, climbing, or riding a tricycle; (3) dramatic play, which enables a child to assume a role and act it out in informal situations; and (4) games, which for young children should include everyone and have simple rules. Many outdoor and indoor play activities may be organized to encourage the development of new skills; these may use teacher-made materials or naturally occurring phenomena. Some examples are using rocks to make stepping stones in the playground; nature walks to observe or collect insects, leaves, or seeds; blockbuilding; dramatic play; art experiences; water play; sandbox play; and games. The school and teacher are responsible for informing parents about the concepts their children are learning through play, as it is the combined effort of parents and teachers that develops skills and abilities in young children. (CB)

ED 248 978 PS 014 593

Holahan, John M.

The Development of Music Syntax: Some Observations of Music Babble in Young Children.

PUB DATE- 28 Jun 84

NOTE- 15p.; Paper presented at the Music in Early Childhood Conference (Provo, UT, June 28-30, 1984).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Auditory Perception; *Concept Formation; *Infants; *Music; Music Education; *Preschool Children; Preschool Education; Singing

IDENTIFIERS- Audiation; *Music Syntax

Using the analogy of language syntax, this paper describes the development of music syntax in children ages 5 months to 5 years. It is suggested that music syntax enables the child to comprehend familiar and unfamiliar music and to reproduce familiar music and create novel music. Observations were made in a day care center and a nursery school of 150 children who were provided with informal music activities. Children of different ages performed activities such as rhythmic movement, chanting, and singing. Data were interpreted as suggesting three stages of music babble: (1) At the first level, the child performs discrete music elements concurrently "in time" with a musical stimulus. (2) At the second level, the child performs combinations of discrete music elements arranged synchronically "in time", but those discrete elements do not give rise to tonal or rhythmic organization. The emergence of spontaneous performance apart from a musical stimulus is interpreted as an objective indication that the child is capable of representing musical sounds mentally (audiation). (3) At the third level, the child's performances become more coherent and resemble, but are not identical to, familiar songs. It is concluded that children can learn a great deal through informal exposure to music and that this exposure should begin before kindergarten. (Author/CB)

ED 249 006 RC 014 912

Lassey, M. L.; Carlson, J. E.
Teenage Drinking In Idaho's Rural Communities. Research Bulletin 121.
Idaho Univ., Moscow. Agricultural Experiment Station.
PUB DATE- Apr 81
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; Alcohol Education; *Behavior Patterns; Community Satisfaction; *Drinking; D[illegible] Use; *Family Influence; Grade 8; Grade 12; Habit Formation; *Peer Influence; Recreational Activities; *Rural Areas; Secondary Education; Student Behavior
IDENTIFIERS- *Idaho

In 1977, 8th and 12th grade students (n=889) from largely rural schools in 3 Idaho counties were surveyed as representive of both early and late stages of the teenage period to determine levels and patterns of liquor consumption. Respondents categorized themselves as nondrinkers (NDs), seldom drinkers (SDs), occasional drinkers (ODs), and frequent drinkers (FDs). Findings contradicted other studies by reflecting an unexpectedly high incidence of rural student drinking. Drinking increased from grade 8 to grade 12: 16% of 8th graders were FDs, while 34% of 12th graders were FDs; 34% of 8th graders were NDs, while 19% of 12th graders were NDs. Liquor was usually acquired from friends or parents. Frequent drinkers from both groups reported high percentages of close fiends who also drank frequently, reflecting peer role in drinking, while nondrinkers were most influenced by their parents. Outside information sources (mass media) about effects of drinking were most influential with 12th grade SDs, ODs, and FDs, while 12th grade NDs and all 8th graders perceived parents to be the best source of information about drinking. Parents, school personnel, community organizations, peer counselors, and mass media sources can contribute to alcohol education by focusing on responsible drinking behavior. (MM)

ED 249 020 RC 014 965

Zitzow, Darryl; King, Donald N.

A Comparative Study of Pre-Retirement Planning between Native Americans and Whites.

PUB DATE- 20 Mar 84
NOTE- 15p.; For related document, see RC 014 966.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *American Indians; Check Lists; Comparative Analysis; Midlife Transitions; Norms; *Planning; Preretirement Education; *Retirement; *Self Evaluation (Individuals); Test Reliability; Test Validity; *Whites
IDENTIFIERS- *King Pre Retirement Checklist; *Preretirement

The King Pre-Retirement Checklist (KPRC) was used to assess and compare pre-retirement planning of White to Native American respondents in 10 areas: financial, social, family cohesion, mobility/health, safety/security, productivity, time management, recreation/entertainment, ego integrity, and cognitive processing. Utilizing stratified random sampling of Midwestern residents, an attempt was made to include both sexes, urban and rural residents, different socioeconomic and age levels, and proportional representation from both Caucasian and Native American populations; the resulting sample was felt to be representative of the nation except for Black and Hispanic representation and large metropolitan areas. Sampling yielded 458 usable returns, 85.1% from Whites and 13.9% from Native Americans, primarily Lakota/Dakota Sioux. Results indicated that White respondents scored higher in all categories of pre-retirement planning when compared to Native American respondents. Significant differences were realized in the planning factors of safety/security, mobility/health, time management, and ego integrity as well as in total score comparison. The concept of ego integrity may be defined differently among Native Americans than among Whites. In view of the relatively small sample size of Native American respondents and because the KPRC may be very sensitive to the issues of White populations and may even maintain a bias within its structure and definition of factors related to retirement, further study is encouraged. (NEC)

ED 249 034 RC 014 996

National Conference on High Blood Pressure Control in Native American Communities (2nd, Tulsa, Oklahoma, November 6-7, 1980). Summary Report.

National Heart and Lung Inst. (DHHS/NIH), Bethesda, MD. National High Blood Pressure Education Program.

PUB DATE- Nov 80

NOTE- 58p.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Age Differences; *Allied Health Personnel; American Indian Culture; *American Indians; Cardiovascular System; Community Resources; Cultural Influences; Diabetes; *Health Education; Health Personnel; Health Services; *Hypertension; Medical Research; *Medical Services; Medicine; Research Needs; *Resources; Social Influences; Special Health Problems; Volunteers

IDENTIFIERS- Community Based Education; Consumers; Medicine Men; Stress (Biological); *Traditional Healing

As part of the National High Blood Pressure Education Program effort, the conference explored the impact of high blood pressure (hypertension) on Native Americans. Participants, including health professionals, health service consumers, and volunteers providing health services to Native Americans, discussed these issues: traditional Native American treatment of hypertension; training and utilization of ancillary health personnel in hypertension control; resources available for hypertension control; development of protocols for screening, treatment and control of hypertension by the Indian Health Service; hypertension from the paramedical viewpoint; and current research efforts. Two resulting recommendations were that Native American and Alaskan Native high blood pressure control projects be implemented, both on and off reservations, and that curriculum materials on chronic disease management and detection be developed for outreach workers. The report contains the keynote address concerning the use of ancillary health personnel in community-based high blood pressure programs and two presentations, one concerning the role of the Health Services Administration in state high blood pressure grants for reaching hard-to-reach population and the other concerning the implementation of Native American recommendations about high blood pressure. Also included is the text of a panel discussion on historical/traditional research and current research concepts. Fourteen recommendations are listed. (BRR)

ED 248 736 HE 017 361

Mouton, Jane Srygley; Blake, Robert R.
Synergogy: A New Strategy for Education, Training, and Development.
REPORT NO.- ISBN-0-87589-590-5
PUB DATE- Mar 84
NOTE- 205p.; Jossey-Bass Higher Education Series and Management Series.
AVAILABLE FROM- Jossey-Bass Inc., Publishers, 433 California Street, San Francisco, CA 94104 ($17.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Case Studies; *College Instruction; *Educational Theories; Higher Education; Industrial Training; *Inservice Education; *Instructional Design; Instructional Materials; Interpersonal Relationship; Knowledge Level; Learning Experience; Safety Education; Skill Development; Student Attitudes; Student Motivation; *Student Participation; Teacher Role; *Teamwork; Training
IDENTIFIERS- *Synergogy

The premises, methodologies, and applications of synergogy, a new approach to education and training, are discussed. The synergogic approach allows members of small teams to learn from one another through structured interactions. After examining education within the context of human relationships, consideration is given to the way that the authority-obedience model of teaching may impede student learning. Four basic learning designs--structures within which learners teach one another--are examined, along with steps in implementing the designs. Case examples illustrate various applications, including industrial and commercial settings in which the subject is safety education, along with academic applications. Attention is directed to how synergogy can be used to teach factual knowledge, enhance attitudes, and develop skills. The role of the learning administrator (i.e., the person who manages learning situations using synergogic designs) is considered, and synergogy's implications for the future of education, training, and development are addressed. Included are transcripts of interviews with professional users who have applied the designs in business and academic settings. Sample instructional materials, tests, and charts are provided. (SW)

ED 248 777 HE 017 642

Smyrnew, John
Geographic Distribution of Athabasca University Students. Institutional Studies Report No. 3.
Athabasca Univ., Edmonton (Alberta). Office of Institutional Studies.
PUB DATE- Apr 83
NOTE- 40p.; For related document, see HE 017 643.
AVAILABLE FROM- Athabasca University, Office of Institutional Studies, 12352-149 Street, Edmonton, Alberta, T5V 1G9 Canada.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Students; *Enrollment Trends; Foreign Countries; *Geographic Distribution; Higher Education; *Place of Residence; Rural Population; Trend Analysis; Urban Population
IDENTIFIERS- *Athabasca University AB

Data and analysis of the geographic distribution of students attending Athabasca University in Alberta, Canada, are presented. Attention is directed to student distribution by: Alberta census division, Alberta municipality, urban-rural area, and province and territory. Measurement of student representation is based on the extent to which Athabasca University draws its students evenly or unevenly from various geographic areas in comparison to Canadian population distribution. Data for 1981-1982 and trends since 1978-1979 are covered. The following trends appear to be continuing for 1981-1982: (1) growth of the student population excells for Alberta (30 percent); (2) there has been no significant increase in the student population outside Alberta; (3) almost half of the student body is from Edmonton or Calgary: and (4) Fort McMurray remains the best represented major urban center in Alberta, even with a slowdown in its rate of student population growth. The student population of Athabasca University has remained about 70 percent from urban areas and 30 percent from rural areas. The southern part of Alberta was the least represented area at the university. Based on the trends, it is suggested that Athabasca University should consolidate and improve its representation in major urban centers of Alberta. Definitions of terms are included. (SW)

ED 248 849 IR 011 248

Muller, Douglas; Pettibone, Timothy
The Battle of the Printers.
PUB DATE- Nov 83
NOTE- 10p.; Paper presented at the Annual Conference of the Rocky Mountain Educational Research Association (Tucson, AZ, November 1983).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Guidelines; Input Output Devices; *Layout (Publications); *Microcomputers; *Printing; *Standards; *Word Processing
IDENTIFIERS- *Computer Printers; Typeface

This paper compares the characteristics of dot-matrix and daisy wheel printers using a two-column format. In the first section, the left column is used to point out the advantages of dot-matrix printers, while the daisy wheel printer is praised in the right-hand column. Examples of various capabilities are included. Advantages of the dot-matrix printer mentioned are its simplicity, ability to produce horizontally-emphasized and vertically-emphasized print, low cost, speed and convenience of printing, ease and low cost of replacing the entire printing mechanism, convenience of operation, ease of changing print styles and sizes, and ability to define characters. For the daisy-wheel printer, advantages listed include the capability of having margin justification, an almost "typeset" look, and its elegant and sophisticated type styles and appearance. The following type styles are used for purposes of illustration: Gothic 15; standard 12-pitch elite; and normal 10-pitch pica font. A final summary discusses both types of printers. Twelve guidelines for the use of dot-matrix printers in the preparation of dissertations and theses at the College of Education, New Mexico State University, are included. (LMM)

ED 248 894 IR 050 843

Montgomery, Dorothy R.
Napoleon: His Interest in Books and the Libraries of France.
PUB DATE- 83
NOTE- 24p.; MSLS Thesis, University of Illinois.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042) Historical Materials (060)
DESCRIPTORS- *Books; Censorship; Cultural Influences; Foreign Countries; *History; *Libraries; *Library Acquisition; *National Libraries; Newspapers; Recreational Reading
IDENTIFIERS- *Bonaparte (Napoleon); France

Napoleon Bonaparte had both a personal and national interest in books, and he exerted a tremendous influence on the country's libraries during his 16 years as leader of France. In addition to collecting books for his personal libraries (including a traveling library that he took with him on his campaigns), he instituted an accelerated program for the acquisition of books, manuscripts, and other materials for the French National Library, which had been created by confiscating and renaming the royal library in 1792. He also issued a decree that at least one copy of every book published in France be deposited in the national library, and appointed a national commission to aid in acquisition efforts. Books and manuscripts were obtained from centralized storage points established during the revolution to house confiscated holdings of monasteries, churches, and nobles, as well as the Vatican Library, the Escorial Library, the Royal Library in Brussels, and others. (Many of these materials were returned to their original owners under the terms of the Congress of Vienna in 1815.) He also established a library of approximately 1,500 volumes in each secondary school, and a special censorship bureau to suppress books not in agreement with governmental policies. (THC)

ED 248 908 JC 840 454

Kelly, G.

The Staff Development Interview. Coombe Lodge Exercise. Information Bank Number 1561.

Further Education Staff Coll., Blagdon (England).
PUB DATE- Jul 80
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Education; *College Faculty; Communication Skills; Continuing Education; *Faculty Development; Foreign Countries; *Interviews; *Teacher Administrator Relationship; *Teacher Improvement
IDENTIFIERS- *Great Britain

The staff development interview, as conducted at British colleges of further and higher education, is an exchange of information and views between the department head and the lecturer, with the goal of assisting the lecturer's professional growth. The interviews are part of an ongoing process of staff development which includes recruitment and selection, induction, the preparation of job descriptions, supervision, and developmental planning. As an aide in structuring staff development interviews, each member of the department should fill out a questionnaire focusing on teaching duties and developmental plans, teaching methods, contributions to the department and college, and self-assessment of abilities. The questionnaire should serve as the framework for discussion during the interview. Hypothetically, there will be three situations faced by the department head in interviewing a lecturer: the vast majority of situations will involve lecturers who are meeting their responsibilities in a satisfactory manner; the other two types of situations will involve staff members who are contributing in an outstanding fashion and those who, for one reason or another, are having grave difficulties. This discussion of the staff development interview presents a series of general and specific considerations that should be covered during the interviews, and includes a statement of the City of Bath Technical College's staff development interview policy, a list of interview skills required of department heads, and a sample staff development questionnaire. (HB)

ED 248 950 PS 014 471

Goodnow, Jacqueline; And Others

Adult Social Cognition: Implications of Parents' Ideas for Approaches to Development.

Macquarie Univ., North Ryde (Australia).

PUB DATE- 1 Mar 84
NOTE- 32p.; Prepared in the School of Behavioural Sciences.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; *Age Differences; *Child Development; Children; *Cognitive Development; Foreign Countries; Intervention; *Parent Attitudes; Research Methodology; *Social Cognition
IDENTIFIERS- Australia; *Piagetian Theory

This paper summarizes several studies about children and childrearing within the broader context of questions about the processes of social and physical cognition of both children and adults. A brief background section covers some reasons for being interested in parents' ideas and discusses some general models, borrowed mainly from work on cognitive development in children, that were brought to research on adults. Results from studies about changes over time in parents' ideas are discussed in relation to three areas: expectations for child behavior related to the child's age, ideas about parental influence and responsibility, and ideas about how children learn. The final sections look at practical implications of these results for those interested in changing parents' ideas in intervention programs and concerned with the theoretical implications for research on models of cognitive development. Among the latter are (1) possible minimization of reported differences between children's and adults' thought when topics of interest throughout life are assessed; (2) modification of the traditional Piagetian model of children's cognition; and (3) an alternative approach to conceptualizing separate social and physical domains of knowledge, which emphasizes the importance of the amount of received and negotiated knowledge, the availability of information, motives for acquiring information, and affect for both domains. (CB)

ED 248 992 PS 014 621

Krueger, Mark A.
Implementation of a Team Decision-Making Model Among Child Care Workers.
PUB DATE- 16 Jun 84
NOTE- 31p.; Paper presented at the Fatherhood Forum (Chicago, IL, June 16, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Children; *Cocounseling; Criteria; *Decision Making; *Emotional Disturbances; Group Therapy; Naturalistic Observation; Organizational Climate; Organizational Effectiveness; *Program Implementation; *Residential Care; Site Analysis; Teamwork
IDENTIFIERS- Naturalistic Research

The team treatment model is extremely popular in residential group care for emotionally disturbed and/or troubled children and youth; however, there is little information to verify that the model is being implemented and that desired outcomes are being obtained. This field study was designed to explore the team decision-making process through three stages of development: mobilization, deliverer implementation, and institutionalization. Data were collected by observing each of eight teams at least twice during a 2- or 3-hour team meeting, interviewing team members and administrators, and examining related documents and records. Notes were taken throughout the study and later analyzed by using a multiple coding system to identify specific classes of information. Findings were validated through use of three procedures. Results indicated that implementation had been only partially completed in each stage. Pertinent findings and recommendations for further implementation are presented. Information concerning interviews, record examination, field notes, and data analysis is appended. (Author/RH)

ED 249 061 SE 045 066

Brophy, M.; Fryars, M.
Food and Growth. Seychelles Integrated Science. Teacher and Pupil Booklets . Unit 7.
National Inst. of Pedagogy (Seychelles).
SPONS. AGENCY- Ministry of Education and Information (Seychelles).
PUB DATE- 83
NOTE- 63p.; Document contains several pages of marginal legibility. For units 1 through 13 of this series, see SE 045 060-072.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Curriculum Development; Dietetics; *Food; Health Education; Integrated Curriculum; Junior High Schools; Physical Development; *Plant Growth; *Science Activities; Science Curriculum; Science Education; *Science Programs; *Secondary School Science; Units of Study
IDENTIFIERS- *Seychelles Integrated Science Program; Skeletal Systems; *Teeth

Seychelles Integrated Science (SIS), a 3-year laboratory-based science program for students (ages 11-15) in upper primary grades 7, 8, and 9, was developed from an extensive evaluation and modification of previous P7-P9 materials. This P8 SIS unit examines: (1) the role played by bones, muscles, and teeth and the importance of developing and maintaining these body parts; (2) the biological reasons for eating food and how to best plan eating habits to fulfill these needs; and (3) the role of plants in feeding man and other animals. In addition, the development of skills in growing plants from seeds, stem cuttings, and tubers is emphasized. Provided for the unit is a student workbook and a set of teaching notes. The teaching notes include the general aims of the unit and a lesson plan for each topic area. Each lesson plan includes a suggested time frame, a list of objectives, a list of equipment needed, and a suggested lesson format. This format includes suggestions for introducing the lesson, instructional strategies (emphasizing procedures for student activities), and evaluation methods. The student workbook includes procedures for completing the unit activities and a list of new words keyed to page numbers in the workbook. (JN)

Tolman, Richard R.; And Others
Computers and Privacy. Innovations: The Social Consequences of Science and Technology Program.
Biological Sciences Curriculum Study, Boulder, Colo.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
REPORT NO.- ISBN-0-8403-3206-8
PUB DATE- 83
NOTE- 99p.
GRANT- SED-7918968
AVAILABLE FROM- Kendall/Hunt Publishing Company, 2460 Kerper Blvd., P.O. Box 539, Dubuque, IA 52001 ($3.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- College Science; *Computers; Confidential Records; Higher Education; High Schools; Interdisciplinary Approach; Learning Activities; *Privacy; *Records (Forms); *Science Education; Secondary School Science; *Social Problems; *Technology
IDENTIFIERS- Biological Sciences Curriculum Study; *Science and Society

This module is part of an interdisciplinary program designed to educate the general citizenry regarding the issues of science/technology/society that have important consequences for both present and future social policies. Specifically, the program provides an opportunity for students to assess the effects of selected technological innovations in order to make intelligent decisions about them. This module, which focuses on issues related to computers and privacy, consists of 17 activities. The activities in the first part of the module examine the structure and operation of computers as well as some social consequences related to the use of computers. Activities in the second part focus on how computers have affected privacy and address concerns related to consumer credit and to depository, insurance, medical, education, government, law enforcement, and employment records. Privacy protection acts and the debate of records versus privacy are also considered. All activities include a list of goals, introductory information, a list of tasks to be accomplished, discussion questions, suggestions for further study, and list of materials needed, as well as new terms, and additional references which students are encouraged to locate and read. Key articles which may be difficult to locate are included in the module. (JN)

ED 249 089 SE 045 097

Some Properties of Sea Water. A Unit of Programmed Instruction.
Maine Maritime Academy, Castine.
PUB DATE- Oct 84
NOTE- 22p.; Prepared in the Department of Arts and Sciences.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *College Science; Higher Education; Marine Education; *Oceanography; *Physics; Programed Instructional Materials; *Water; *Water Resources

This booklet contains a programmed lesson on the properties of sea water. It is designed to allow students to progress through the subject matter at their own speed. Since it is written in linear format, it is suggested that students proceed through the program from "frame" to succeeding "frame." Instructions for the students and a list of lesson objectives are included. (JN)

Myers, David G.
Text Writing at an Undergraduate College.
PUB DATE- May 84
NOTE- 6p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (Chicago, IL, May 3-5, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Authors; Guidelines; Higher Education; *Teacher Developed Materials; *Textbook Preparation; *Textbook Research; *Writing for Publication
IDENTIFIERS- Faculty Publishing

Strategies for writing a text are offered by a college professor on the basis of his own experience of writing a text on social psychology. Suggestions are given on creating an efficient office environment, researching the topic, and drafting the manuscript. One way to improve efficiency is to compress teaching into a few days, leaving the remaining days free. Some textbook publishers will pay the college to free the faculty member to write. Word processing is beneficial when producing many drafts, and the publisher can be provided with a copy-edited product on diskettes. Information for writing the text can be obtained by reading abstracts of articles, selecting relevant articles, and sending for convention papers. Three types of sources are valuable: authoritative literature reviews, content analyses of leading introductory texts, and the reports of expert consultants. Before beginning to write, reading a style manual is useful. Writing for the student is important, and retaining a writing coach to review the writing style and choice of words can help improve the writing. Finally, eliciting detailed comments of an editor and the criticisms of professional colleagues on every chapter is advisable. Some reference is made to writing psychology texts. (SW)

ED 248 792 HE 017 657

Moore, Laurence J.; Greenwood, Allen G.
Decision Support Systems for Academic Administration.

PUB DATE- 84
NOTE- 10p.
AVAILABLE FROM- Association for Institutional Research, 314 Stone Building, Florida State University, Tallahassee, FL 32306.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Collected Works - Serials (022) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *College Administration; *Computer Oriented Programs; Databases; Data Processing; *Decision Making; Fees; Higher Education; *Management Information Systems; *Models; On Line Systems; Tuition
IDENTIFIERS- *Decision Support Systems

The history and features of Decision Support Systems (DSS) and use of the approach by academic administrators are discussed. The objective of DSS is to involve the manager/decision maker in the decision-analysis process while simultaneously relieving that person of the burden of developing and performing detailed analysis. DSS represents a convergence of the technologies and bodies of knowledge in the following areas: (1) computer hardware and software technology, especially microprocessor systems, (2) data processing and information systems theory and applications, and (3) management-science or operations-research modeling and analysis techniques, including both analytical- and simulation-modeling approaches. Characteristics of a DSS include the following: it is computer based; it is interactive; it includes a user friendly command language; it utilizes models; there is easy access to databases; it can use graphics; it allows a flexible decision-analysis process; and it supports managerial judgment. Using DSS to model the tuition-and-fee allocation process is considered, with attention to the dialog subsystem, the model subsystem, and the data subsystem. Finally, goals that are included in the DSS (aggregate, individual, and comparison), are identified, along with factors considered in goal formulations. (SW)

ED 248 806 HE 017 676

A Summary of Student Aid Trends, 1978-1982. Master Plan III Assessment. Project Report Number One.

Missouri State Coordinating Board for Higher Education, Jefferson City.

PUB DATE- Mar 83

NOTE- 35p.; For related documents, see ED 241 083, HE 017 677-680.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *College Students; Federal Aid; Females; Financial Needs; *Financial Support; Graduate Students; Higher Education; Males; Master Plans; Multicampus Colleges; *State Colleges; State Surveys; State Universities; *Student Financial Aid; Student Loan Programs; Trend Analysis; Two Year Colleges; Undergraduate Students

IDENTIFIERS- *Missouri; *Public Colleges; State College And University Systems

As part of an evaluation of the Missouri master plan for higher education, trends in student financial aid at Missouri public colleges during 1978-1982 were examined. The 28 public colleges were divided into three groups: the University of Missouri system, all other four-year public institutions, and the 2-year public colleges. Attention was directed to sources and types of student financial aid, as well as the distribution of aid. The data for each institutional group was analyzed in terms of dollars, recipient headcount, and percentage averages. Findings include the following: the student financial aid dollar increased at a faster rate than the number of financial aid recipients with the average award changing from $1,305 in 1978-1979 to $1,682 in 1981-1982; the primary source of student financial aid dollars was federal student aid programs in 1978-1979 and the Guaranteed Student Loan Program in 1981-1982; all three institutional groups had a higher percentage of dollars in need-based aid than nonneed-based aid for the four-year period, but the need-based percentage had declined by 1981-1982; and undergraduate students at institutions in the four-year public sector with graduate/professional academic programs received 97 percent or more of the sector's total student aid dollars in 1981-1982. (SW)

ED 248 821 HE 017 708

Improving Financial Aid Services for Adults: A Program Guide.

College Entrance Examination Board, New York, N.Y.; New Rochelle Coll., N.Y.

SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.

PUB DATE- 83

NOTE- 132p.

AVAILABLE FROM- College Board Publications, Box 886, New York, NY 10101 ($6.00).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Bibliographies (131) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Administrative Policy; Administrator Guides; Adult Education; *Adult Students; Case Studies; Higher Education; Improvement Programs; Information Needs; Program Evaluation; *Staff Role; *Student Characteristics; Student Employment; *Student Financial Aid

IDENTIFIERS- *College of New Rochelle NY

A guide for colleges concerning institutional financial aid services for adults is presented. Results of national surveys on participation in adult education are provided to help institutions design programs for adults. Nine characteristics of adult students are described, along with implications for policies and procedures of the financial aid office. Specific counseling skills needed by financial aid counselors to work with adult learners are also addressed. In addition to identifying innovative practices that an institution might adopt to provide better financial aid services to adult students, guidelines on financial aid resources for adults are provided. Information is included on examining provision statements, developing a compendium of special aid programs, keeping current on aid programs, and employment as a form of aid. Advice is provided on how to plan and run formative and summative evaluations to assess financial aid programs for adult students. In the final chapter, a case study of the College of New Rochelle includes tips on how to plan, implement, and use a tuition aid survey. Appended is an annotated bibliography indexed by 14 major categories. A Employee Tuition Aid Program Questionnaire is included. (SW)

ED 248 835 IR 011 284

Leach, Eugene E.
Tuning Out Education: The Cooperation Doctrine in Radio, 1922-38.
PUB DATE- 83
NOTE- 20p.; This is a reprint, with footnotes added, of the series "Snookered 50 Years Ago" that appeared in "Current," January-March 1983.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060) Information Analysis/State-of-the-Art Materials (070) Journal Articles (080)
DESCRIPTORS- *Broadcast Industry; *Cooperation; *Educational Radio; Federal Regulation; Financial Support; *History; Literature Reviews; *Policy Formation; Programing (Broadcast)
IDENTIFIERS- *Public Broadcasting; Public Radio

During the first two decades of radio broadcasting in the United States, commercial broadcasters persuaded federal regulators, much of the public, and many educators that there was little need for independent noncommercial stations. Educational programming could be entrusted to "cooperation" between commercial hosts and guest educators. An organization called the National Advisory Council in Education, backed by the Carnegie Corporation and the National Broadcasting Company, was particularly effective in promoting these ideas. The "cooperation" doctrine crucially undercut support for educational radio stations during the formative years of American broadcasting. Its wide acceptance helped reduce the number of independent educational broadcasters from 128 in 1925 to just 36 a decade later. This article reconsiders the origins of the public broadcasting system, underscoring the crippling effects of the cooperative idea, sketches the rise of cooperation and the sharpening antagonisms between cooperators and independent educational broadcasters in the 1920's, and advances the thesis that the "phantom" of cooperation was a potent cause of radio educators' defeats during the 1920's and 1930's. A 106-item reference list is included. (Author/LMM)

ED 248 864 IR 011 315

Buxton, Marilyn
TLC for Growing Minds. Microcomputer Projects. Elementary Intermediate Microcomputer Projects.
REPORT NO.- ISBN-0-88193-103-9
PUB DATE- 83
NOTE- 63p.; Reproducibility may be limited due to use of colored paper throughout the document. For related documents, see IR 011 306-311, IR 011 314-316, and IR 011 318-319.
AVAILABLE FROM- Creative Learning Association, Inc., RR#4, Box 330, Charleston, IL 61920 ($9.95 per copy; quantity discounts available).

LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Computer Graphics; *Computer Science Education; Computer Software; Elementary Education; Input Output Devices; Instructional Materials; *Learning Activities; Mathematics; *Microcomputers; Problem Solving; *Programing; Programing Languages
IDENTIFIERS- Apple II; *BASIC Programing Language; Computer Games

Designed to improve students' thinking, learning, and creative skills while they learn to program a microcomputer in BASIC programing language, this book for intermediate learners at the elementary school level provides a variety of microcomputer activities designed to extend the concepts learned in accompanying instructional manuals (Volumes 3 and 4). These activities require students to apply those concepts to challenging problems which need original and creative solutions. Each activity includes a program to enter, run, and observe, and a challenge requiring use of a previously taught principle. Suggestions for making changes in the program are often included. The titles of the individual activities are as follows: Custom Made; Trickery; The Right Key; Return to Sender; Author's Privilege; Immediate Math; Yellowness; Teammates; Lion Tamer; Keeping Busy; Career; Up, Up and Away; Ballooning; Random Number Generator; Little Yellow Math Helper; Squeeze; Label/List Maker; States; Game Changes-Yellow; Now You See It, Now You Don't; Character Building Exercises; Birthday Month; Toadily Dangerous; Greenness; Close Encounters; Toadily Educational; Age Gauge; How Long Ago; USA; Greatness; Ballot Maker; TLC Appearing Live; Vote Counter; Game Changes--Green; Game Maker--Green. (Author/LMM)

ED 248 879 IR 011 333

Sullivan, Robert Francis

Toward an Integrative Open-Systems Model of Instructional Development in Educational and Non-Educational Organizations.

PUB DATE- Oct 82
NOTE- 374p.; Ph.D. Dissertation, State University of New York at Buffalo.
LANGUAGE- English
EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Business; Higher Education; Industrial Training; *Instructional Development; *Instructional Systems; *Models; Professional Personnel; *Systems Approach

The open-systems model of instructional development (ID) proposed for use in both educational and non-educational organizations is based on an extensive examination of ID, the systems and communication/consulting literature, and the results of a nationwide survey of 750 currently active ID professionals in both higher education and business/industry regarding ID process behaviors. The survey focused on 26 behaviors that may be practiced in the process of developing instruction. Respondents indicated the percentage of time they currently practice each behavior and the percentage of time they feel each behavior should be practiced under "ideal circumstances." Analysis of the 411 usable surveys received (69%) revealed that, while there are isolated differences between education and business respondents, both subgroups follow the same basic ID process, and respondents as a group believe that all 26 ID process behaviors should be practiced significantly more often than they currently are. Further research into the ID process is suggested, including field testing and validation of the proposed ID model. A 22-page bibliography and reference list, a glossary, the survey instrument, survey cover and follow-up letters, and correlation matrices are included. (Author/LMM)

ED 248 965 PS 014 579

Rave, Elizabeth J.; Hannah, Gregory L.
Effects of Gender on Toddler Behavior Description.
PUB DATE- Apr 84
NOTE- 17p.; Paper presented at the Annual Convention of the Rocky Mountain Psychological Association (Greeley, CO, April 25-28, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; Behavior; Blacks; Demography; *Ethnicity;

*Ethnic Stereotypes; Females; *Labeling (of Persons); Males; Research Problems; Sex Bias; *Sex Differences; *Sex Stereotypes; Toddlers; Whites
IDENTIFIERS- Adjective Rating Scale; *Gender Identity

White subjects were asked to evaluate toddler behavior after viewing a 14-minute film of a white child and a black child playing spontaneously. Each toddler was presented as both a male and a female to 208 well-educated adult subjects. In Treatment I, the children were called John and Mike; in Treatment II, Jane and Mary; in Treatment III, John and Mary; and in Treatment IV, Jane and Mike. Subjects rated filmed toddler behaviors on a specially designed instrument consisting of 12 adjective pairs placed at opposite ends of a seven-choice Likert-type scale. Thirteen pairs centered on gender, 13 pairs on ethnicity, 10 pairs on both, and 10 pairs on neither. The toddlers were generally seen as significantly different on all variables except "bright-dull" and "handsome-beautiful." On six variables, the gender of the subject made a significant difference in responses. For two variables, the treatment situation made a difference in how the toddlers were perceived. The dependent variable "handsome-beautiful" showed an interaction depending upon whether the toddlers were believed to be male or female. This interaction acted as a rough validity check to demonstrate that the procedure and instrument were sensitive enough to pick up statistically significant differences in viewer perceptions. It could not be ascertained whether the subjects perceived or were reacting to ethnic stereotypes. The need for black subjects was also noted. (Author/RH)

Finkelstein, Judith M.
Kindergarten Scheduling Study: Results for Administrators, Results for Teachers, Midwestern State Survey, Midwest University Professors Study. Volume I, Numbers 1-4.
University of Northern Iowa, Cedar Falls. Malcolm Price Lab. School.
PUB DATE- 83
NOTE- 50p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; Comparative Analysis; *Financial Support; *Kindergarten; Primary Education; Professors; *Scheduling; State Surveys; *Teacher Attitudes; Time Factors (Learning); Transportation
IDENTIFIERS- *Full Day Programs; *Half Day Programs; Iowa; Regional Surveys; United States (Midwest)

A comparison of full-day, alternate-day (FDAD) and half-day, every-day (HDED) kindergartens in Iowa assessed instructional time; congruence between goals and outcomes; and principal, teacher, and pupil attitudes. Findings were gathered from surveys of school administrators and teachers, as well as from questionnaires sent to directors of early childhood education programs at the Department of Public Instruction in 13 states and to professors of early childhood education at 92 state-supported institutions in those same 13 states. The survey of administrators and teachers was made to determine whether (1) goals were set for both FDAD and HDED programs; (2) the same curricular elements were deemed important by FDAD and HDED principals and teachers; (3) the same curricular elements were taught in FDAD and HDED schools; (4) equal time was spent on curricular categories in FDAD and HDED kindergartens; and (5) the attitudes of teachers in FDAD and HDED kindergartens toward their scheduling plans were equitable. The survey of directors provided information concerning state aid, bus transportation, and scheduling patterns. Professors rank ordered six choices of kindergarten scheduling and briefly stated why they felt their first choice was best for young children today. (RH)

Quick, Polly McW.
Changing Roles for the Anthropologist: Current Work among Native Americans in North America.
PUB DATE- Dec 82
NOTE- 31p.; Expanded version of a paper entitled "Changing Roles for the Anthropologist: Current Studies of Native American Religious Issues," presented at the Annual Meeting of the American Anthropological Association (81st, Washington, DC, December 3-7, 1982).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *American Indians; *Anthropology; *Attitude Change; Federal Legislation; *Job Analysis; Job Development; *Role Perception

The position of the anthropologist working in North America with Native Americans today differs from that of most anthropologists working with Native Americans a few decades ago, regardless of the topic of study. This affects the kind of anthropological research undertaken, the way in which the work is done, and the results. These consequences, in turn, raise new problems but also have new effects which may benefit anthropology, as well as the people among whom anthropologists are working. There appear to be reasons both external and internal to anthropology which have contributed to the anthropologist's changing position among Native Americans. External factors include legislation and an increase in the political power of Native Americans. A major internal factor is the anthropologists' new awareness of their identification with a superordinate power imposed on native peoples from the outside. The result has been a change of direction and today the focus of anthropological activity among Native Americans is directly related to explicit Native American concerns. The anthropologists' employer has also changed and many now work directly for Native American groups or public agencies responsible to Native Americans. Other changes are: a shift in time perspective from reconstruction of the mythical ethnographic present to studies of the present-day situation; and greater participation of Native Americans in anthropological work. (ERB)

ED 249 021 RC 014 966

Zitzow, Darryl; King, Donald N.

The King Pre-Retirement Checklist: Assessing Differences in Pre-Retirement Planning.

PUB DATE- 28 Mar 84
NOTE- 12p.; For related document, see RC 014 965.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- American Indians; Comparative Analysis; Midlife Transitions; *Planning; Preretirement Education; *Retirement; *Self Evaluation (Individuals); *Test Validity; Whites
IDENTIFIERS- *King Pre Retirement Checklist; *Preretirement; United States (Midwest)

In an effort to assess the retirement preparedness of Midwestern populations above the age of 28, the King Pre-Retirement Checklist was administered to a sampling of 458 persons randomly selected and proportionally stratified by geographic location and community size. Factors examined were financial, social, family cohesion, mobility/health, safety/security, productivity, time management, recreation/entertainment, ego integrity, and cognitive processing and were derived from longitudinal studies, situational studies, and multiple definitions of retirement satisfaction by gerontological professionals, retired persons, and factor analyses. The checklist appeared to possess content validity and an indication of construct validity when the overall responses of 38 retired subjects were compared with their responses to an additional statement regarding their "happiness and satisfaction" with retirement. There was evidence of internal consistency and reliability within the checklist responses and test-retest correlations. Results indicated that respondents with certain descriptive variables (dependency on social security during retirement; being retired; incomes under $20,000; age 60 and over; Native American; and single, divorced or widowed) tended to self-assess significantly lower when compared to their counterparts with alternative characteristics. White respondents self-assessed significantly higher in retirement planning than Native American respondents. The factors involved with the greatest number of descriptive differences included financial, mobility/health, and safety/security, the same factors that received the lowest median rating for the population. (NEC)

ED 249 048 SE 044 893

Williams, Debbie; Hickson, Carol
Demonstration Aids for Aviation Education. Volume II.
Federal Aviation Administration (DOT), Washington, D.C.
REPORT NO.- GA-20-30-B
PUB DATE- 84
NOTE- 111p.; For 1970 publication, see ED 065 293.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Aerospace Education; Air Pollution; Communication (Thought Transfer); *Communications; Elementary School Science; Intermediate Grades; *Learning Activities; Noise (Sound); Physical Environment; Physical Sciences; *Science Activities; Science Experiments; *Space Exploration
IDENTIFIERS- *Aviation Education

This series consists of four packets containing simple, concrete activities for students in the upper elementary grades. The purpose of the series is to illustrate certain principles related to various concepts of aviation and space. Each packet forms a coherent program of instruction on a single topic: (1) non-powered flight; (2) aerospace and the environment; (3) space exploration; and (4) aerospace communications. Most of the activity tasks are introduced with questions. Students then follow the activity instructions to find a solution to each question. This kind of student involvement may then lead to other related questions generated by the teacher, other students, or those suggested on the activity cards. Most activities utilize materials readily available from any given community and can be completed in the classroom. Others may require equipment from a science resource center or a local junior/senior high school. All activities can be adapted to meet the needs of varied teaching situations and different grade levels. (JN)

ED 249 090 SE 045 098

Engineering Aid 3 & 2, Vol. 1. Rate Training Manual and Nonresident Career Course.

Naval Education and Training Command, Washington, D.C.; Naval Education and Training Program Development Center, Pensacola, Fla.

REPORT NO.- NAVEDTRA-10634-C

PUB DATE- 80

NOTE- 332p.

LANGUAGE- English

EDRS Price - MF01/PC14 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- Administration; *Administrative Organization; *Drafting; *Engineering; *Equipment; Independent Study; *Mathematics; Metric System; Military Personnel; *Military Training; Postsecondary Education; Supplies

IDENTIFIERS- Naval Education and Training Command

Designed for individual study and not formal classroom instruction, this rate training manual provides subject matter that relates directly to the occupational qualifications of the Engineering Aid (EA) rating. This eight-chapter volume focuses on administrative matters, mathematics, and basic drafting. Chapter 1 discusses the scope of the EA rating, requirements and procedures for advancement, and how to make the best use of the manual. Chapter 2 discusses the EA's administrative and supervisory duties, safety responsibilities, purpose of the Personnel Readiness Capacity Program, and other areas. Chapter 3 deals with EA mathematics, mechanical aids used for making computations, and units of measurements. Chapter 4 discusses basic drafting equipment and supplies. Chapter 5 explains basic drafting principles and techniques using the drafting equipment described. Chapter 6 examines the techniques of freehand and mechanical lettering. Chapter 7 describes the use of basic drafting equipment needed in preparing drawings. Methods of projection used in showing objects on drawings are described and illustrated in chapter 8, as well as methods and techniques used in freehand drawing. A glossary, information on the metric system, and sets of mathematical tables are included in appendices. Assignments (in multiple choice format) are also included for each chapter. (JN)

Reading the Rocks. A Fall Activity Packet for Fifth Grade.

Jackson Community Coll., MI. Dahlem Environmental Education Center.

SPONS. AGENCY- Department of Education, Washington, DC. Inst. of Museum Services.
PUB DATE- 83
NOTE- 46p.
GRANT- G008103172
AVAILABLE FROM- Dahlem Environmental Education Center, Jackson Community College, 7117 South Jackson Rd., Jackson, MI 49201.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Ecology; *Elementary School Science; *Environmental Education; *Field Trips; *Geology; Grade 5; Interdisciplinary Approach; Intermediate Grades; Outdoor Activities; *Science Activities
IDENTIFIERS- *Rocks

This instructional packet is one of 14 school environmental education programs developed for use in the classroom and at the Dahlem Environmental Education Center (DEEC) of the Jackson Community College (Michigan). Provided in the packet are pre-trip activities, field trip activities, and post-trip activities which focus on various geological concepts. Strategies for using these activities with fifth grade students are also provided. The pre-trip activities focus on: (1) igneous, metamorphic, and sedimentary rocks; (2) the rock cycle; and (3) weathering and erosion. These and other geological concepts are then reinforced during the indoor and outdoor activities conducted at the DEEC. Instructions and objectives for these activities are provided in a separate field trip guide. The post-trip activities include exploring geology at the school site and examining the effects of Mount St. Helens, and looking for geology in the news. (JN)

ED 249 119 SO 015 871

Altschul, D. Robert
Geography's Response to "A Nation at Risk."
PUB DATE- Mar 84
NOTE- 17p.; Paper presented at the Annual Meeting of the Southwestern Social Science Association (62nd, Fort Worth, TX, March 23, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Back to Basics; *Curriculum Development; Educational Change; Educational Needs; *Educational Quality; Elementary Secondary Education; Financial Support; *Futures (of Society); *Geography Instruction; Human Geography; Physical Geography; Professional Associations; Scientific Literacy; Scientific Methodology; Technological Advancement; Technological Literacy
IDENTIFIERS- *Nation at Risk (A)

A geographer responds to three themes found in the U.S. National Commission on Excellence in Education report "A Nation at Risk":

(1) the return to basics theme, (2) the science and technology theme, and (3) the social science theme. The report recommends the adoption of "New Basics," which, in four years of high school, would include four years of English and three years each of math, science, and social studies. There are indications that the demand for geography as a basic school subject is prevalent today. For example, many schools have already added geography courses to their curricula. The report argues that education must be reformed to meet the nation's rising technological demands. Because all geography has a scientific basis, it has an important role to play in improving scientific and technological literacy. While the report recognizes the need for improvement in the social sciences, reform in this area was given second priority, with top priority going to math and science. Geographers are responding to this neglect by monitoring the state of geographic funding, participating in task forces, and increasing collaboration among geography professional associations. (RM)

ED 248 737 HE 017 385

Oestereicher, Mary
Student Assessment and Program Evaluation in Brooklyn College's Developmental Education Program.
PUB DATE- Feb 84
NOTE- 5p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Developmental Studies Programs; Higher Education; *High Risk Students; *Program Evaluation; Reading Instruction; Scores; Speech Instruction; *Student Attitudes; *Student Evaluation; *Testing
IDENTIFIERS- *City University of New York Brooklyn College

Student assessments and program evaluations conducted for the initial year of Brooklyn College's developmental education program are described. Four evaluative studies in 1979 focused on the reading component, the speech course, student and faculty perceptions of the program, and instructional effectiveness of the entire program. Descriptive data were obtained on about 200 students, nearly all of whom were minorities with an average age of 20. Students were administered a number of tests at the beginning and end of the academic year. The tests included the City University of New York Writing Assessment Test, which requires students to produce a coherent and adequately developed writing sample within 50 minutes. Although the magnitude of the gains tended to be small, statistically significant increases were found in nearly every test and subject, and there were indications of meaningful educational gains. One important feature of student assessment in the program was the administration of progress evaluations to all students at regular intervals in reading and writing and speech. The means of the progress evaluations were generally not high. Data are provided on the test results, reading progress evaluations, and student satisfaction ratings. (SW)

Morris, Frances J.
Medical Laboratory Technician Student & Graduate. Articulation Interest Study.
PUB DATE- 82
NOTE- 41p.; Part of the Kentucky Allied Health Project. Document contains light type.
LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Allied Health Occupations Education; *Articulation (Education); *Career Ladders; College Graduates; College Students; Education Work Relationship; Enrollment Influences; Higher Education; Laboratory Technology; *Medical Technologists; Occupational Aspiration; Questionnaires
IDENTIFIERS- *Kentucky; Medical Laboratories

Interests in articulation by students and graduates of the nine medical laboratory technology programs in Kentucky were surveyed. Articulation refers to transfer between programs or institutions and increased opportunities for career mobility and advancement. The 131 respondents to a questionnaire indicated: their interest in articulation, marital status, employment in a laboratory, ultimate career goal, interest in performing tests at bench, enrollment in a college program other than medical technology, completion of a four-year degree, current medical technology enrollment, and main reasons for nonenrollment in medical technology. Students' interest in articulation did not seem to change over time from initial enrollment to the time of employment in the clinical laboratory. Eighty percent of current students and graduates indicated an interest in articulating if a definite career ladder were developed. The largest percentage of both groups indicated that their ultimate career goal was that of performing tests at the bench. The largest number of responses for nonenrollment in a medical technology program were location of the programs, followed by finances. The questionnaire is appended, along with information on coding the student interest survey. (SW)

ED 248 778 HE 017 643

Smyrnew, John
Characteristics of Athabasca University Students. Institutional Studies Report No. 5.
Athabasca Univ., Edmonton (Alberta). Office of Institutional Studies.
PUB DATE- May 83
NOTE- 71p.; For related document, see HE 017 642.
AVAILABLE FROM- Athabasca University, Office of Institutional Studies, 12352-149 Street, Edmonton, Alberta, T5V 1G9 Canada.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Age Groups; College Admission; College Preparation; College Programs; *College Students; *Enrollment Influences; Enrollment Trends; Females; Foreign Countries; Higher Education; Males; Marital Status; *Student Characteristics; Student Employment
IDENTIFIERS- *Athabasca University AB

Data and analysis of characteristics of students at Athabasca University in Alberta, Canada, are presented for 1981-1982 and for previous years. Data were obtained from student responses to the General Admission Form, which is appended. Information is provided on the age and sex distribution of students, along with student age and sex distribution by program. Information for all students and for students by program are also provided concerning: educational preparation of students, most important reason for wanting a university education, preferred learning situation of students, marital status of students, and occupation of students. Findings include the following: student admissions increased by just over 30 percent in fiscal year 1981-1982 from the previous fiscal year; the female/male split of students admitted to Athabasca University was 62 and 48 percent, respectively; over two-thirds of the students were 25 to 44 years old; 89 percent of the students had completed high school and 67 percent had some form of postsecondary education; and the characteristics of students in career-oriented programs were significantly different from those of students in other programs. A list of data elements is appended. (SW)

ED 248 850 IR 011 299

Proud, Jim
LOGO Bibliography.
PUB DATE- 84
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Computer Assisted Instruction; Computer Graphics; *Computer Oriented Programs; *Computer Science Education; Instructional Materials; Mathematics Instruction; Program Descriptions; *Programing; Programing Languages
IDENTIFIERS- *LOGO Programing Language

This bibliography lists 168 articles, books, and instructional materials for anyone interested in learning more about the LOGO programming language. Items listed range from research reports and program descriptions to lesson plans and activities. Specific titles include "A Beginner's Guide to LOGO"; "LOGO Music"; "Printing LOGO Graphics"; "Learning LOGO and Liking It"; "Seymour Papert and the LOGO Universe"; LOGO--A Programming Language for Teaching Mathematics"; "The Lamplighter Project"; "Why LOGO?"; "Designing Computer-Based Microworlds"; "LOGO Overturns Old Computer-Education Models"; "Kids Working with Computers"; "LOGO for Personal Computers"; "LOGO, Just for Kids"; "New Cultures from New Technologies"; "Lessons in LOGO"; "Creating a LOGO Environment"; "LOGO and PILOT Languages"; "Should Children Be Computer Programmers?"; "Problem Solving with LOGO"; "LOGO and the Exceptional Child"; and "Microcomputers and Education--Choices and Consequences." (LMM)

ED 248 895 IR 050 844

Dodson, Suzanne C., Ed.; Menges, Gary L., Ed.
Academic Libraries: Myths and Realities. Proceedings of the National Conference of the Association of College and Research Libraries (3rd, Seattle, Washington, April 4-7, 1984).
Association of Coll. and Research Libraries, Chicago, Ill.
REPORT NO.- ISBN-0-8389-6787-6
PUB DATE- 84
NOTE- 418p.
AVAILABLE FROM- Association of College and Research Libraries, ALA, 50 East Huron Street, Chicago, IL 60611 ($20.00 per copy to members; $28.00 per copy to nonmembers).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - General (140)
DESCRIPTORS- *Academic Libraries; Cataloging; College Libraries; Conference Proceedings; Library Acquisition; *Library Administration; Library Automation; Library Instruction; *Library Science; *Library Services; Online Systems; *Research Libraries; Two Year Colleges
IDENTIFIERS- *Association of College and Research Libraries

The 56 papers in this proceedings are divided into three groups--theme, alternative format, and contributed papers. Myths and realities are explored in the first group as they relate to university, college, community, and junior college libraries, and to private sector information utilities. The conference wrap-up session is included in this section. Alternative format papers address the topics of automation in community college libraries, archival management and library networks, public service realities, and public services in research libraries. The 47 contributed papers are presented in 6 sections: academic librarianship, automation/bibliographic control, bibliographic instruction, collection management, general administration, and public services. Specific topics addressed include professional development and values; dual job assignments; transborder data flow; PRECIS; use of the full MARC record; variant subject headings; financial management of online public catalogs; accountability; preservation techniques; cooperative acquisitions; weeding; federal depository program; aging monographs; fiscal problems and an empirical model of library acquisitions; electronic security systems; continuing education; needs of off campus students; academic library budgets; the social science librarian as reader's advisor; free bibliographic database services; differentiated staffing; and circulation of microcomputer software. Also included are lists of contributors, members of the conference planning committee and the Association of College and Research Libraries Board of Directors, and readers of contributed papers. A brief preface and a subject index are provided. (THC)

ED 248 909 JC 840 455

Latcham, Jack

Enrolment Statistics in Open Learning Systems. Coombe Lodge Working Paper. Information Bank Number 1582.

Council for Educational Technology, London (England).; Further Education Staff Coll., Blagdon (England).

PUB DATE- Jan 81

NOTE- 9p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Academic Standards; Adult Education; *Continuing Education; *Enrollment; Foreign Countries; *Independent Study; Postsecondary Education; Recordkeeping; Student Attrition

IDENTIFIERS- *Great Britain

The development and extension of open learning systems in British institutions of further and higher education has given rise to a need for changes in the methods of recording student progress. Open learning systems' provision of a wide flexibility of pace so that students can extend or compress their periods of study as compared with traditional courses creates a number of accounting difficulties: (1) there is no easy measure comparable to the "student hour," which is used as the output measurement for conventional courses; (2) the nature of the contact between student and teacher does not easily align with the class contact as recognized in normal service agreements; and (3) when emphasis is placed on a student's ability to proceed at his/her own pace, it is more difficult to maintain a check on withdrawals. Primary responsibility for maintaining a check on progress rests with the course tutor, who maintains student record cards, makes reports showing which students are actively participating in the course, and tries to make contact with students who are behind in their work. Some colleges have instituted a formal inquiry process in which a letter is sent to a student substantially behind in work asking for notification of his/her intent to continue. Student counts, conducted each term, help in monitoring course operation, and establishing notional student hours, full-time student equivalents, and resource requirements. Sample record-keeping forms are included. (HB)

ED 248 923 JC 840 516

Roueche, Suanne D., Ed.
Camelot: An Individualized Information System.
PUB DATE- 27 Apr 84
NOTE- 4p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Collected Works - Serials (022)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Managed Instruction; Feedback; *Individualized Instruction; Program Descriptions; Two Year Colleges
IDENTIFIERS- *Camelot (Computer System)

Camelot is a microcomputer-based system for individualizing information in a variety of settings. The information is not prespecified in Camelot and, consequently, can take many forms including instruction, counseling, prescription, and task assignment. The basis for individualizing the information is also not predeclared; therefore, users can choose their own criteria for individualizing the information they wish to disseminate. In educational settings, Camelot can create a personal teaching-learning environment for each student, provide individualized feedback, and guide students at optimal speed through the course or program. Once the course designer has given Camelot descriptions of the course assessment procedures, the student characteristics to be used as the basis for individualization, and the content for feedback to different types of students, the system automatically assesses students' levels of understanding, analyzes students' responses to objective tests and the results of teacher-marked assignments, monitors students' current learning status, and composes and prints individualized feedback letters. Camelot includes: (1) management modules to create, update, and maintain student records; (2) test-scoring modules to process various types of tests and inventories; (3) word processing modules to create, edit, and store feedback information; (4) decision rules modules that link database and feedback information; and (5) report-generating modules to print reports about students and tests. (LAL)

ED 248 937 JC 840 532

Rushing, Joe B.
Facing the Pressures of the '80's: A Cooperative Venture.
PUB DATE- 11 Oct 84
NOTE- 11p.; Paper presented at the Conference of the National Council and the Texas Association of Community Services and Continuing Education (Fort Worth, TX, October 10-12, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Community Colleges; *Community Services; *Continuing Education; *Curriculum Development; Educational Change; Educational Trends; Program Improvement; Two Year Colleges

The role of community services and continuing education in the community college must be carefully analyzed by educational leaders in the changing milieu of the 1980's. Never has close affiliation with the parent institution been more critical to the welfare of continuing education, which gains strength from being mainstreamed in terms of financial assistance, space, supporting services, and the less tangible value derived from being "college." Although continuing education has long been an accepted purpose for many community colleges, when pressures arise from the need to retrench, support among administrators, middle-level management, and faculty may change and may not be enough to ensure a viable, responsive program. The regular full-time faculty is a special group with a special relationship to the community services program. Because of their strong voice in institutional management and its affect on the allocation of resources, the support of this faculty group, even more than that of the part-time faculty that teaches in the continuing education program, must be cultivated to strengthen the program. Another way of strengthening the community service program is to establish credibility by avoiding claims concerning finances or enrollments that cannot be supported. A final element in ensuring the continuing viability of the community service program is responding to changing educational needs by adding new and eliminating low-priority programs. (LAL)

ED 248 951 PS 014 513

Thomas, Melissa L.; Makris, Barbara L.
Child Care Consumer Education: A Curriculum for Working Parents.
Wider Opportunities for Women, Inc., Washington, D.C.
SPONS. AGENCY- Women's Bureau (DOL), Washington, D.C.

PUB DATE- 83
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Child Abuse; Consumer Education; Contracts; *Day Care; *Day Care Centers; Early Childhood Education; Elementary Education; Employed Parents; *Family Day Care; *Parent Education; Parent Responsibility; *School Age Day Care; *Selection; Tax Credits
IDENTIFIERS- District of Columbia; Latchkey Children

This outline summarizes information to be presented in a child care consumer education course. The goal of the course is to add to the life-management skills of working parents by teaching them techniques that reduce the stress associated with child care. Sections of the course contain information on the disadvantages and advantages of the different types of child care available, the mutual responsiblities of parents and providers, selection criteria, the necessity for formal and informal contracts, and the process of screening potential caregivers. Information is also provided on parental involvement after the child enters a program, including periodic visits, contract agreements, and participation in parent groups. Additional topics include child abuse, latchkey children, and tax credits. Sample medical consent and complaint forms for parents, information on reporting child abuse in the Washington, D.C. area, and a discussion sheet on the federal child care tax credit are appended. (Author/CB)

ED 248 993 PS 014 622

Klass, Carol Speekmann

Values, Classroom Interaction, and Social Continuity: A Case Study of Day Care.

PUB DATE- Dec 83
NOTE- 272p.; Ph.D. Dissertation, Washington University. For a related document, see ED 248 047.

LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- Case Studies; *Class Activities; Classroom Environment; Day Care; *Day Care Centers; Early Childhood Education; Educational Environment; *Individualism; *Social Behavior; Social Change; *Teacher Behavior; Teacher Characteristics; *Values
IDENTIFIERS- *Social Interaction

This dissertation provides a case study of the daily experiences of children and teachers in a nonprofit day care center. Located in a middle class suburb of a midwestern metropolitan area, the center serves 54 three- and four-year-olds of varied economic and racial background (20% of the children are black; family incomes range from below $8,000 to $40,000 per annum). Focusing on the orientation of four day care teachers toward children's individual and social experiences, the discussion gives specific attention to teachers' arrangement of environments, teachers' interactions with each other, and children's actions that teachers allow or encourage. It is argued that day care centers in their daily operations actually emphasize individual more than social or collectivist values and experiences. Chapter One describes the conceptualization of the research problem, the origin of the study, and the rationale for implementing the study. Chapters Two, Three, and Four depict at a micro-level how four day care teachers' actions tend to emphasize individual experiences more than social experiences. Chapter Five examines the broader structural context of this field study in order to reflect on how the research findings relate to America's tradition of individualism. Chapter Six concludes by focusing on implications for day care practice that might help promote a balance between individual and social learning for young children. Related materials are appended. (RH)

California Conference on High Blood Pressure Control in the Spanish-Speaking Community (Los Angeles, California, April 1-2, 1978). Summary Report.

National Institutes of Health (DHEW), Bethesda, Md. High Blood Pressure Information Center.

REPORT NO.- NIH-79-1959
PUB DATE- Aug 79
NOTE- 52p.; Conference also sponsored by the State of California Department of Health.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cardiovascular System; Community Health Services; Data Collection; Disease Control; *Educational Strategies; Foreign Countries; *Health Education; Health Personnel; Health Services; *Hypertension; Legislation; Medical Research; *Medical Services; Mexican American Education; Research Methodology; *Spanish Speaking; Special Health Problems
IDENTIFIERS- *California; Mexico

As part of the National High Blood Pressure Education Program effort, the conference explored the implications and impact of the prevalence of hypertension in Spanish-speaking populations in California. Approximately 150 experts in health fields, representing all levels of government, public and private health care providers, consumers, and health care services in Mexico, attended workshops on the collection of hypertension data in the Spanish-speaking community, effective approaches for high blood pressure control, coordination of resources for high blood pressure control programs, educational approaches to high blood pressure control in the Spanish-speaking community, and legislation and hypertension control. Recommendations from the workshops included the following: schools providing professional health training (i.e., medical, dental, nursing schools) within a service area of large concentrations of Spanish-speaking Spanish surname populations must provide cross-cultural training including both bilingual and bicultural elements; legislation must be promoted to emphasize intensive multimedia, public education, and school programs in health education for the Spanish-speaking communities; and programs on weight and obesity, stress and anxiety avoidance, and general health awareness must be promoted among adolescents, with special emphasis on school-based programs. This summary report contains an overview of the material presented, an agenda, recommendations from each workshop, and an overview of each workshop. (NQA)

ED 249 062 SE 045 067

Brophy, M.; Fryars, M.
Magnets and Electricity. Seychelles Integrated Science Teacher and Pupil Booklets . Unit 8.
National Inst. of Pedagogy (Seychelles).
SPONS. AGENCY- Ministry of Education and Information (Seychelles).
PUB DATE- 83
NOTE- 66p.; Document contains several pages of marginal legibility. For units 1 through 13 of this series, see SE 045 060-072.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Curriculum Development; *Electric Circuits; *Electricity; Integrated Curriculum; Junior High Schools; *Magnets; Physical Sciences; *Science Activities; Science Curriculum; Science Education; *Science Programs; *Secondary School Science; Units of Study
IDENTIFIERS- *Seychelles Integrated Science Program

Seychelles Integrated Science (SIS), a 3-year laboratory-based science program for students (ages 11-15) in upper primary grades 7, 8, and 9, was developed from an extensive evaluation and modification of previous P7-P9 materials. This P8 SIS unit focuses on: (1) elementary concepts in magnetic theory and the role magnets and magnetism play in students' everyday lives; (2) basic concepts of electricity; (3) students' ability to follow simple circuit diagrams and to connect circuits involving bulbs, batteries, switches, resistors, ammeters, and volt meters; and (4) how electricity and magnetism are relevant to everyday life in Seychelles. Provided for the unit is a student workbook and a set of teaching notes. The teaching notes include the general aims of the unit and a lesson plan for each topic area. Each lesson plan includes a suggested time frame, a list of objectives, a list of equipment needed, and a suggested lesson format. This format includes suggestions for introducing the lesson, instructional strategies (emphasizing procedures for student activities), and evaluation methods. The student workbook includes procedures for completing the unit activities and a list of new words keyed to page numbers in the workbook. (JN)

ED 248 765 HE 017 629

Beardsley, Donna A.
K-12 Teaching Methods for the University Classroom.
PUB DATE- Jul 84
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Class Activities; *Classroom Techniques; *College Instruction; Higher Education; *Student Participation; *Teaching Methods

Using elementary and secondary school teaching methods in the college classroom is proposed, and examples of class activities are described. Incorporating elementary or junior high style in-class activity that nevertheless uses and is geared to college-level material, can be successful in making a dull course interesting. Although the classroom procedures were developed for a history and philosophy of education course, the approach can be used in any college or university classroom situation. With a reading assignment as part of the overall plan, the class sessions are devoted to problem areas and points of interest that are identified by both the teacher and students. The reading assignments are reinforced through student participation in an activity. Seven class activities are briefly described. For example, one of the activities, "symbolic images," involves students making pictures to symbolize the meaning the reading assignment had for them. Discussion follows as students show their pictures. Samples of positive students comments about this teaching approach are included. (SW)

ED 248 793 HE 017 658

Cooper, Geneva

Characteristics Students View as Important in Nurse Faculty Role Models.

PUB DATE- May 82
NOTE- 84p.; Masters Thesis, University of Mississippi Medical Center.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Clinical Teaching (Health Professions); *College Faculty; College Students; Higher Education; Medical School Faculty; Nurses; *Nursing Education; Questionnaires; *Role Models; Role Perception; *Socialization; Student Attitudes; *Teacher Role; *Teacher Student Relationship

Nursing students' views concerning the behavior of faculty role models were studied. The sample consisted of 75 senior-level baccalaureate nursing students, 69 females and 6 males. The theoretical framework for the research was role theory and Bandura's social learning and modeling theory. The Clinical Instructor Characteristics Ranking Scale (CICRS) instrument developed by Rauen was used. The scale consisted of items concerning role behavior characteristics for person, nurse, and teacher. Based on respondents' frequency of rankings, behaviors categorized as nurse role behaviors were ranked highest. Teacher role behaviors were ranked next highest, while person role behaviors were ranked last. There was a statistically significant difference between rankings of nurse and person role behaviors. The significance of the study is that nurse faculty may view themselves as educational role models, whereas students may see their faculty as nurse role models. Nurse faculty may better assist students with socialization into the nurse role through the identification of the nurse behaviors that students perceive to be most important. Statistical findings, the CICRS, and letters concerning the initial start-up of the study are appended. (SW)

ED 248 807 HE 017 677

Missouri General Revenue and Higher Education Appropriation Trends and Projections. Master Plan III Assessment. Project Report Number Two.

Missouri State Coordinating Board for Higher Education, Jefferson City.

PUB DATE- May 83

NOTE- 25p.; For related documents, see ED 241 083, HE 017 676-680.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Budgeting; Economic Factors; *Financial Policy; *Higher Education; Master Plans; Prediction; *Resource Allocation; *State Aid; State Colleges; State Universities; Two Year Colleges

IDENTIFIERS- *Missouri; *Public Colleges

As part of an evaluation of the Missouri master plan for higher education, recent patterns of state appropriations are examined, along with a set of assumptions from which fiscal estimates are developed for the future. Since fiscal year (FY) 1979, the appropriations for higher education did not keep pace with inflation. While Missouri higher education had a 122 percent increase in appropriations during the period 1972-1982, the change in constant dollars was actually a negative 5 percent. Public institutions have had to rely more heavily on student fees, which increased by 65 percent between 1980 and 1983 in the four-year institutions and by 51 percent in the two-year colleges. Data comparing actual dollars appropriated to constant dollars for FY 1979-1984 are included. Bar graphs are presented to compare two estimates of general revenue appropriations for FY 1985 and 1986 with current scenarios of available general revenues. Ten assumptions used to calculate revenue estimates are provided. Appendices include assumptions that are specific to each estimate, followed by an abbreviated calculation of the high estimates for FY 1985. (SW)

ED 248 836 IR 011 285

France, Ralph
Videodisc Feasibility Study. An Evaluation of the Use of Videodisc as a Distribution Medium.
International Univ. Consortium for Telecommunications in Learning.; Maryland Center for Public Broadcasting, Owings Mills.
PUB DATE- 10 Oct 83
NOTE- 21p.; Prepared in cooperation with Pioneer Video, Inc.
AVAILABLE FROM- MITECH, Maryland Public Television, 11767 Bonita Avenue, Owings Mills, MD 21117 (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Cable Television; Costs; *Delivery Systems; *Distance Education; *Educational Television; Feasibility Studies; Higher Education; Networks; Programing (Broadcast); *Public Television; *Videodisc Recordings
IDENTIFIERS- Interactive Video

This study evaluated the practicality of using videodiscs to distribute the television programs that are part of the courses of the International University Consortium (IUC) for Telecommunications in Learning, a network of colleges and universities in partnership with public broadcasting stations and cable systems. Fifteen videodisc players, along with videodiscs of IUC's "Exploring Language" course, were placed at sites around the United States and Korea, including universities, hospitals, corporate facilities, and military and government sites. Some students also viewed the programs through member cable companies and public broadcasting stations. Results demonstrated that the use of videodisc technology is an economically viable alternative distribution system for IUC programs. This report summarizes evaluation procedures and results at the University of Maryland University College, College Park, Maryland, and its education center at Kunsan Air Base in Korea; University of South Alabama, Mobile; Linfield College, McMinnville, Oregon; Hampton Institute, Hampton, Virginia; the Pennsylvania State University, University Park; the Maryland Center for Public Broadcasting, which used videodisc as a point of origin for broadcasting; and the Defense Activity for Non-Traditional Education Support (DANTES), which evaluated the use of videodisc technology to deliver instruction to servicemembers stationed around the world. (LMM)

ED 248 880 IR 011 334

Pollard, Jim; Holznagel, Don
Electronic Mail.
Northwest Regional Educational Lab., Portland, Oreg.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Mar 84
NOTE- 5p.; Issue No. 1 of Reports to Decision Makers is out of print and will not be reissued.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Descriptive (Program/Project Descriptions) (141)
Collected Works - Serials (022)
DESCRIPTORS- *Computers; Costs; *Databases; *Information Networks; *Information Retrieval; Information Services; Input Output Devices; Letters (Correspondence); *Online Systems; Telecommunications; Teleconferencing
IDENTIFIERS- Electronic Bulletin Boards; *Electronic Mail

Decision makers must address the issues of (1) just what are electronic communications? (2) how will they help me teach, administer, or survive? and (3) what will it cost in time and money? Electronic mail allows the sending of letters, memos, and messages to anyone who uses the same electronic mail system, and provides most of the options that are available through the traditional post office, including registered, bulk, and express mail. Perhaps the greatest advantage of electronic mail, however, is the informal, telegraphic writing style that is customary. Other forms of electronic communication include electronic bulletin boards and computer conferences. Hooking up with an electronic mail system requires equipment (a microcomputer or terminal, modem, interface, and cable); software (a smart or dumb terminal); and an electronic mail system with which to connect. System options include The Source, SpecialNet, Compuserve, DIALCom, and local networks. Each electronic mail system charges for membership, amount of time spent in using the system, and telephone line rental. The best bet for deciding on which electronic mail system to use is to find one used by colleagues. (LMM)

ED 248 980 PS 014 604

Becker, Judith A.
The Development of the Abilities to Interpret Requests with Bossy and Nice Nuances.
PUB DATE- 84
NOTE- 36p.; For earlier version of this document, see ED 230 282.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adults; *Children; *Communication Skills; Cues; Interpersonal Competence; Interpretive Skills; *Preschool Children; *Social Cognition; *Speech Acts
IDENTIFIERS- Developmental Patterns; *Requests

Two experiments were conducted on the development of the ability to interpret bossy/dominant and nice/submissive nuances in requests. Syntactic directness, semantic softeners and aggravators, and tone were hypothesized to be cues for relative bossiness and niceness because these characteristics are varied predictably with listeners of different statuses. In the first experiment, 32 preschoolers determined which request was bossier for 8 pairs contrasting syntactic directness, semantic softeners, or tone. In the second experiment, 60 subjects (5- and 10-year-olds and adults) heard 45 requests with combinations of different levels of syntactic directness, semantic softeners and aggravators, tone, and speaker status. In both experiments, subjects systematically used characteristics of requests as cues. It was found that preschoolers have the rudimentary ability to identify nuances in requests and that children are able to take into account more linguistic factors and integrate them in increasingly complex ways as they get older. This pragmatic skill was seen as having implications for social competence. (Author/RH)

ED 249 008 RC 014 915

Minhas, Jasjit; And Others
Strategies and Linkages: A Guide for Linking Vocational Education and Tribal Economic Planning.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.; United Tribes Educational Technical Center, Bismarck, N.D.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 84
NOTE- 81p.; Pages 60-61 may not reproduce clearly due to small print.
CONTRACT- 300-83-0291
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *American Indians; Community Development; *Economic Development; Employment Opportunities; Futures (of Society); *Linking Agents; Self Determination; *Tribes; *Vocational Education

IDENTIFIERS- *Tribal Management
Developed as a result of the project, Strategies for Linking Vocational Education Programs to Tribal Economic Plans, the guide contains information obtained from 20 tribes who are currently providing vocational education programs under the One Percent Set-Aside Federal Vocational Education funding, a program that provides the opportunity for Indians to tailor their vocational training programs to the human resource needs of the economic development of their tribes. The guide identifies tribally owned enterprises; projects tribal economic development and tribal vocational education programs; considers training in tribal economic plans, procedures used for determining future occupational and employment needs, outstanding features of existing linkages and obstacles that could hamper or prevent linkages; and recommends strategies for avoiding or overcoming obstacles to good linkages. Tribes represented include Papago Tribe, Salt River Pima-Maricopa Indians, Bay Mills Indian community, Mississippi Band of Choctaw Indians, Confederated Salish and Kootenai Tribes, Fort Belknap Indian community, Northern Cheyenne Tribe, Winnebago Tribe, Omaha Tribe, Reno-Sparks Indian Colony, Alamo and Ramah Navajo Bands of Indians, Seneca Nation, Devils Lake Sioux Tribe, Three Affiliated Tribes, Standing Rock Sioux Tribe, Turtle Mountain Band of Chippewa Indians, Kickapoo Tribe, Muckleshoot Indian Tribe, and Nooksack Indian Tribe. (ERB)

ED 249 022   RC 014 967

American Indians--U.S. Indian Policy, Tribes and Reservations, BIA: Past and Present, Economic Development.

Bureau of Indian Affairs (Dept. of Interior), Washington, D.C.

PUB DATE- 84
NOTE- 94p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 ($2.50 ea. Stock No. 024-002-0083-7; discounts available on quantity orders).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141).
DESCRIPTORS- *Administrative Policy; *Alaska Natives; *American Indian Education; American Indian Reservations; *American Indians; *Economic Development; Elementary Secondary Education; Federal Indian Relationship; Futures (of Society); Government Role; Higher Education; History; Population Trends; Program Implementation; *Self Determination; Services; Tribes
IDENTIFIERS- *Bureau of Indian Affairs; Reagan Administration; Tribal Government

Progress has been made since the 1983 announcement of President Reagan's American Indian policy which reaffirmed the government-to-government relationship of Indian tribes with the United States, recognized the primary role of tribal governments in reservation affairs, and called for special efforts to develop reservation economies. The principal objective of the Bureau of Indian Affairs (BIA) is to actively encourage Indian and Alaska Natives in the self-determination of their own affairs. Education is the largest line item in the BIA budget; in fiscal year 1984 the BIA funded 206 education facilities (72 day schools, 49 on-reservation boarding schools, 62 tribally-controlled schools, and 15 dormitories) with an estimated average daily attendance of 43,193. Johnson-O'Malley funds provided supplemental programs for approximately 175,000 public school Indian students in 26 states. Total BIA appropriations for higher education were about $26 million, including grants for the operation of 19 tribally-controlled colleges. In April, 1984, there were 291 federally-recognized tribes and 197 federally-recognized Alaska village communities. The 1980 United States population of 1,418,195 for American Indians, Eskimos, and Aleuts reflected a 71% increase since 1971. Much recent Indian economic development can be credited to the policy of self-determination which has contributed to an Indian entrepreneurial explosion. (BRR)

ED 249 049 SE 044 894

Murphy, Pat, Ed.
Cooking and Science. Ideas in Science. Notes for Teachers.
American Association for the Advancement of Science, Washington, D.C.
SPONS. AGENCY- Standard Oil Co. of Ohio.
PUB DATE- Jul 84
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Cooking Instruction; Elementary School Science; *Food; Intermediate Grades; *Physical Sciences; Science Education; Science Instruction; Secondary Education; *Secondary School Science
IDENTIFIERS- *Eggs; Meringue; Recipes (Food)

Presented are seven articles (reprinted from "The Exploratorium" magazine) which focus on the scientific explanations for the specific (and oftentimes peculiar) instructions and procedures called for in many recipes. "Baking, Boiling, and Other Hot Topics" (Joel Myerson) discusses different methods of cooking. "The Culinary Alchemy of Eggs" (Arthur E. Grosser) discusses the chemistry of eggs and whether it is necessary to put salt in water when hard-cooking an egg. "To Do and Notice: Meringue Science" (Rob Semper) examines why egg yolks should not be mixed with egg whites when preparing meringue. "To Do and Notice: The Annotated Lemon Meringue Pie" (Pat Murphy) provides a recipe for making a lemon meringue pie, together with explanations for the recipe's procedures. "To Do and Notice: Taking an Egg for a Spin" (Rob Semper) tells (in terms of physics) how to decide if an egg has been hard-boiled. "On the Rise" (Linda Dackman) discusses the biology (yeast), chemistry (carbon dioxide production, gluten production, and acid/base balance), and physics (convection currents and the relationship between incident radiation and baking pan materials) of baking bread. A recipe for baking whole wheat bread is presented in the final article "To Do and Notice: Whole Wheat Bread" (Linda Dackman). (JN)

ED 249 076 SE 045 081

McConnell, Mary C.; And Others
Human Reproduction: Social and Technological Aspects. Innovations: The Social Consequences of Science and Technology Program.
Biological Sciences Curriculum Study, Boulder, Colo.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
REPORT NO.- ISBN-0-8403-3323-4
PUB DATE- 84
NOTE- 94p.
GRANT- SED-7918968
AVAILABLE FROM- Kendall/Hunt Publishing Company, 2460 Kerper Blvd., P.O. Box 539, Dubuque, IA 52001 ($3.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adoption; College Science; Contraception; Futures (of Society); Higher Education; High Schools; Interdisciplinary Approach; Learning Activities; *Population Trends; *Pregnancy; *Reproduction (Biology); *Science Education; Secondary School Science; *Social Problems; *Technology
IDENTIFIERS- Biological Sciences Curriculum Study; *Science and Society

This module is part of an interdisciplinary program designed to educate the general citizenry regarding the issues of science/technology/society that have important consequences for both present and future social policies. Specifically, the program provides an opportunity for students to assess the effects of selected technological innovations in order to make intelligent decisions about them. This module, which focuses on a variety of topics related to the past, present, and future of human reproduction, consists of 8 activities. Major areas addressed in the activities are: (1) conception and contraception; (2) teenage pregnancy; (3) sex determination in humans; (4) trends in adoption; (5) artificial insemination; (6) factors affecting world population and how some countries are responding to these factors; (7) projected world populations for the year 2000; and (8) population growth in an imaginary new country and the impact of this growth on the rest of the world. All activities include a list of goals, introductory information, a list of tasks to be accomplished, discussion questions, suggestions for further study and list of materials needed, new terms, and additional references which students are encouraged to locate and read. Key articles which may be difficult to locate are included in the module. (JN)

ED 249 106   SE 045 120

Signs of Spring. A Spring Activity Packet for Pre-School.
Jackson Community Coll., MI. Dahlem Environmental Education Center.
SPONS. AGENCY- Department of Education, Washington, DC. Inst. of Museum Services.
PUB DATE- 84
NOTE- 24p.
GRANT- G008103172
AVAILABLE FROM- Dahlem Environmental Education Center, Jackson Community College, 7117 South Jackson Rd., Jackson, MI 49201.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary School Mathematics; Elementary School Science; *Environmental Education; *Field Trips; Interdisciplinary Approach; Language Arts; *Learning Activities; Outdoor Activities; Preschool Education; Science Activities; *Sensory Experience; Sensory Training; Skill Development; Tactual Perception
IDENTIFIERS- *Seasons

This instructional packet is one of 14 school environmental education programs developed for use in the classroom and at the Dahlem Environmental Education Center (DEEC) of the Jackson Community College (Michigan). Provided in the packet are pre-trip activities, field trip activities, and post-trip activities which focus on the characteristics of spring. Strategies for using these activities with preschool children are also provided. The pre-trip activities are used to introduce the concept of seasonal change and to sharpen students' senses of hearing, seeing, smelling, touching, tasting, and moving. An activity sheet and a letter to parents explaining the purpose of the program are included. The field trip involves both indoor and outdoor activities during which children explore spring phenomena. (These activities and lists of formal and non-formal field trip objectives are provided in a separate field trip guide.) Post-trip activities are designed to extend students' exploration of spring into the home and school environments. (JN)

ED 249 120 SO 015 880

van Dijk, Teun A.
Structures of International News. A Case Study of the World's Press.
Amsterdam Univ. (Netherlands).
SPONS. AGENCY- United Nations Educational, Scientific, and Cultural Organization, Paris (France).
PUB DATE- Jun 84
NOTE- 366p.; Contains small print throughout. Newspaper articles have been removed due to poor reproducibility.
LANGUAGE- English
EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Comparative Analysis; *Developed Nations; *Developing Nations; Discourse Analysis; Information Sources; *Newspapers; *News Reporting; Social Science Research
IDENTIFIERS- *International News

An analysis of how 252 newspapers from nearly 100 countries covered the assassination, on September 14, 1982, of president-elect Bechir Gemayel of Lebanon was conducted. The purpose was to determine whether news reporting in developed nations is different from news reporting in developing countries. Methodology included quantitative and qualitative analyses. A systematic discourse analysis provided explicit descriptions of thematic structures, conventional superstructures, local meanings and coherence, style, and rhetoric. The number of articles, coverage size, and story content in developed and developing countries were very similar. Less background coverage was provided, however, in newspapers from developing countries. Major differences between first and third world newspapers exist in their different sources of information: the third world press was almost fully dependent on the transnational news agencies, whereas developed countries had many sources. Two major factors explain the homogeneity of the news: (1) an internationally shared system of news discourse and production rules, and (2) the dominant role of the transnational agencies. (Author/RM)

ED 248 751 HE 017 610

Brock, Ann; Kelly, Mary Lou
A Unique Approach to Phlebotomy Instruction.
PUB DATE- 84
NOTE- 14p.; Paper presented at the Annual Meeting of the American Society for Medical Technology (Kansas City, June 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Allied Health Occupations Education; *Continuing Education; Course Content; Higher Education; *Laboratory Technology; Noncredit Courses; Psychomotor Skills; Two Year Colleges
IDENTIFIERS- *Blood; *Phlebotomy; Tarrant County Junior College TX

Unique characteristics of a continuing education course in phlebotomy offered through Tarrant County Junior College in Forth Worth, Texas, are described. The course was created to address the lack of theoretical knowledge in the hospital-trained phlebotomist. The first course was offered in July 1979 on a noncredit basis for 2 nights a week for 4 weeks. Though brief, the curriculum content covered related didactic subject matter with some emphasis on psychomotor skills. A wide range of learning activities was utilized since students enrolled in the course presented varied backgrounds--both medical and nonmedical. After a brief history of phlebotomy, maintaining professionalism in the job was addressed. Attention was also directed to: the composition of blood and its functions; anticoagulants and vacutainers; laboratory departments and tests performed in each; anatomy; micropuncture and preparation of blood smears; the use of Microtainers and Unopettes; and medical ethics. The course has been in constant demand and has proven beneficial to both students and hospital facilities. (Author/SW)

ED 248 822 HE 017 709

Martinez, Alyce C.; Sedlacek, William E.

Interracial Norms, Behavior and Attitudes among University Students.

Maryland Univ., College Park. Counseling Center.
REPORT NO.- RR-7-82
PUB DATE- 82
NOTE- 14p.
AVAILABLE FROM- Counseling Center, University of Maryland, College Park, MD 20742.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Students; Higher Education; *Racial Attitudes; Racial Discrimination; Racial Relations; *Social Behavior; *Student Attitudes; *Student Behavior; *Values
IDENTIFIERS- *University of Maryland College Park

Student views concerning race relations and other contemporary issues were studied at the University of Maryland, College Park. Questionnaires were administered to 390 incoming freshmen, of whom 80 percent were White, 13 percent Black, 4 percent Asian, and 3 percent Hispanic. The first questionnaire was designed to elicit both attitudes and behavior toward members of racial groups other than one's own. For the second questionnaire, respondents indicated how they thought most college students felt about people holding certain values. Ten major factors were identified by factor analysis: interaction with other races, beliefs about racism within racial groups, racial social distance, perceived attitudes toward drug users, perceived attitudes toward dishonesty, perceived attitudes toward racism, perceptions of liberal attitudes, parental racial attitudes, social responsibility in racism, and perceived attitudes toward nontraditional beliefs. It was found that attitudes, behavior, and social norms represent independent domains, and that within each domain there are distinct areas of generalization. (SW)

Shires, David, Ed.
The Computer in the General Curriculum. Term 1.
Angle Park Computing Centre (Australia).
PUB DATE- Apr 84
NOTE- 77p.; Print marginally legible in some portions of document.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Oriented Programs; *Computers; Copyrights; *Courseware; Databases; Elementary Secondary Education; *Evaluation Criteria; Foreign Countries; Program Descriptions; Programing Languages; Purchasing
IDENTIFIERS- *Australia; Computer Piracy; Computer Uses in Education; Software Evaluation; Software Reviews

Designed to provide information on educational computing to elementary and secondary school educators, particularly those in South Australia, this publication is produced once each term. The Term 1 issue includes the following articles: a description of Information Technology Month (July 1984) activities in South Australia; "Software Piracy vs. Copying Programs" (John Roche); "From Whom to Purchase a Computer" (Wayne Starick); "Application Development Language" (Dean Rosenhain); "Computers in the Classroom" (Keith Lomax, Bellevue Primary; David Chapman, Campbelltown High; Peter M. Russell, Memorial Oval Primary); "Teaching with Small Databases" (Roger Taplin); "The Curriculum and Information" and "Classify" (two computer programs, Frank James); "Fifth South Coast Summer School in Computing" (Sandra Hajszan and Hugh Wood); "Chess Mate!" (Alan Goldsmith); and "Reviewing Software--A Practical Approach!" (Carol Cayley). Reviews are also provided of the following software programs: Mathvader, Elementary Mathematics Volume 1, Elementary Volume 7, MECC Volume 10 Elementary, Easy Spell, Easy Script, Terrible Tales, Rally A, Sheepdog, Granny's Garden, Data Handler, Grade Manager, MECC Science Volume 1, and LOGO on the Commodore 64 and Atari. Five books and the Facit Dot Matrix Printer are also reviewed. (LMM)

ED 248 865 IR 011 316

Taitt, Henry A.
TLC for Growing Minds. Microcomputer Projects. Advanced Projects for Junior High.
REPORT NO.- ISBN-0-88193-115-2
PUB DATE- 83
NOTE- 54p.; Reproducibility may be limited due to use of colored paper throughout the document. For related documents, see IR 011 306-311, IR 011 314-315, and IR 011 318-319.
AVAILABLE FROM- Creative Learning Association, Inc., RR#4, Box 330, Charleston, IL 61920 ($9.95 per copy; quantity discounts

available).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Computer Graphics; *Computer Science Education; Computer Software; Input Output Devices; Instructional Materials; Junior High Schools; *Learning Activities; *Microcomputers; Problem Solving; *Programing; Programing Languages
IDENTIFIERS- Apple II; *BASIC Programing Language; Computer Games

Designed to improve students' thinking, learning, and creative skills while they learn to program a microcomputer in BASIC programing language, this book for advanced learners at the junior high level provides a variety of microcomputer activities designed to extend the concepts learned in the accompanying instructional manuals (volumes 5 and 6). These activities require students to apply those concepts to challenging problems which need original and creative solutions. Each activity includes introductory information; a program to enter, run, and observe; and challenges to change or use the program. Titles of the individual activities are as follows: Trade Marks; Die Randomly; Chase It; Seating Charts; Sort of Sorting; Sorting; Alphabetizing; Math Designs; The Letter Connection; Three Letter Words; Four Letter Words; Letter Count; Keeping Tabs; Super Letter Count; Job Hunting; Letter Equality?; Databank; Lettercount2; Pick and Choose; Group Selection; Pick Only One; Paired with E; The Winning Pair; Ate or Eat or Etc.; Binary Lights; Hexadecimals Aren't Hexed; Your Number is Up; Time; Space Ship; and Something Very Special. (Author/LMM)

ED 248 924 JC 840 517

Roueche, Suanne D., Ed.
College Responses to Low-Achieving Students: A National Study.
PUB DATE- 15 Jun 84
NOTE- 4p.; Abstracted from College Responses to Low-Achieving Students: A Report of a National Study, by John E. Roueche, George A. Baker, and Suanne D. Roueche.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Collected Works - Serials (022)
DESCRIPTORS- Administrative Policy; *Ancillary School Services; *Basic Skills; *College Instruction; College Students; Educational Planning; *High Risk Students; *Institutional Characteristics; National Surveys; Postsecondary Education; *Remedial Programs; School Holding Power

A nationwide study was conducted to examine how U.S. colleges and universities organize, staff, and operate their various programs to meet the needs of the low-achieving student and to document the extensive literacy problem facing all institutions of higher education. Every two- and four-year college in the country was surveyed, and 58% (N=1,452) responded. Selected findings included the following: (1) only 160 institutions reported that they had no basic skills programs, courses, or alternatives for meeting literacy needs; (2) public institutions and larger colleges were more likely to respond to low-achieving students; (3) basic skills courses were the most typical response to low-achieving students; (4) academic officers were generally responsible for policies regarding the evaluation of student assessment and success; (5) student follow-up policies existed only to a limited extent in all reporting institutions; (6) peer counseling was not well accepted among the respondents; (7) more than 50% of the institutions offered orientation programs for low-achieving students; (8) the most common retention strategies included orientation programs, special services for low-achieving students, and institutional self-study; and (9) respondents reported plans to improve programs, though they projected staff reductions in some areas. (LAL)

ED 248 938 JC 840 533

The Developmental Program at Alvin Community College: A Description. Revised.

Alvin Community Coll., Tex.

PUB DATE- 84
NOTE- 42p.; Updated version of ED 214 574.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; *Developmental Studies Programs; *Educational Counseling; *Educational Diagnosis; *High Risk Students; *Program Administration; Program Implementation; Testing Programs; Tutorial Programs; Two Year Colleges; Two Year College Students

This handbook describes the developmental education program at Alvin Community College (ACC) in terms of its philosophy, purpose, operation, implementation, and assessment. The first section examines the mission of ACC; the history of the developmental education program at the college and its current organizational structure; and the need for the program. The next section considers the program's purpose in terms of target groups, and goals and outcomes. A section on program operation looks at organizational issues, such as administration; the selection and responsibilities of instructors, learning lab staff, part-time assistants, tutors, and counseling center staff; and staff training; as well as activities focusing on identifying developmental students in admission, placement testing, orientation, special advising, and registration. The next section considers aspects of program implementation, including program offerings, scheduling, and policies regarding grading and transferability. The final section reviews program assessment activities. Appendices provide statistics on student participation in the orientation/special advising program; a summary of a survey of students' experiences in the special advising program; course descriptions; an explanation of the grading system; and a packet of information for ACC faculty on the programs and services of the college's learning lab. (LAL)

Levant, Ronald F.; And Others
Fathers and Daughters.
PUB DATE- 16 Jun 84
NOTE- 10p.; Paper presented at the Greater Boston Fatherhood Forum (Boston, MA, June 16, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Children; *Daughters; *Fathers; Infants; *Parent Child Relationship; *Parent Influence; Preschool Children; *Sex Role; *Socialization
IDENTIFIERS- Primary Caregivers

Evidence exists that fathers have a potent influence on the sex-role adoption of their sons and daughters and that fathers tend to reinforce sex-role stereotypes of masculinity in their sons and femininity in their daughters. Crucial events appear to take place at the start of the second year of life. At this time, fathers begin to treat their sons and daughters differently, while mothers continue to treat infants of both sexes similarly. From the time their daughters are 3 years of age, fathers tend to interact in expressive rather than instrumental ways. When fathers do behave instrumentally, their behavior is ineffective and confusing. In later years, the pattern continues, with girls eliciting more affection from their fathers and receiving less encouragement for independent achievements. This pattern has held up to a degree even in a sample of nontraditional fathers who had accepted greater child care roles. Although fathers who were their daughters' primary caregivers made a greater effort than did traditional fathers to foster their daughters' intellectual growth, these fathers' behavior still varied according to the sex of the child and remained consistent with sex-role stereotypes. (RH)

ED 248 966 PS 014 580

Children, Youth, and Families in the Midwest. Hearing before the Select Committee on Children, Youth, and Families. House of Representatives, Ninety-Eighth Congress, First Session (St. Paul, Minnesota, September 26, 1983).

Congress of the U.S., Washington, DC. House Select Committee on Children, Youth, and Families.

PUB DATE- 84

NOTE- 173p.; Some tables and text will not reproduce well due to faint and blurred print.

AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 052-070-059-25-7, $4.25).

LANGUAGE- English

EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Adolescents; Adoption; American Indians; Battered Women; Blacks; Child Abuse; *Children; Drug Abuse; *Family Problems; Family Programs; *Federal Legislation; Females; Foster Care; Hearings; Physical Disabilities; Runaways; Sex Education; Sexual Abuse; *Social Problems; *Social Services; Suicide; Unemployment; Unwed Mothers

IDENTIFIERS- Congress 98th; Illinois; Indiana; Iowa; Minnesota; *United States (Midwest); Wisconsin

Reporting the second in a series of regional fact-finding committee hearings held across the United States, this document includes testimony from social service organizations and state offices in Minnesota, Illinois, Indiana, Wisconsin, and Iowa. Testimony from clients and representatives of these agencies documents efforts to ameliorate problems in the areas of child abuse, sexual assault, hunger, health, foster care and adoption for minority children, education for the handicapped, drug and alcohol abuse, troubled adolescents, teenage sexual activity and pregnancy, women and poverty, unpaid child support, and the development of Native American youth. Both live testimony and prepared statements provide information and statistics on the scope of these problems in these states, the Midwest, and the nation. Comments and questions from committee members explore solutions to problems. Prepared statements and letters from organizations not represented at the hearing include tables of statistics on funding of United Way affiliated services in Minnesota, the 1982 Child Abuse Report for Minnesota, and two chapters from a report on the effects of the 1981-82 budget reductions on Minnesota's human services populations. (CB)

ED 248 994 PS 014 623

Hubbell, Ruth
A Review of Head Start Research Since 1970. Head Start Evaluation, Synthesis and Utilization Project.
CSR, Inc., Washington, D.C.
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, D.C.
REPORT NO.- DHHS-OHDS-83-31184
PUB DATE- Sep 83

NOTE- 122p.; This review updates ED 132 805. PS 014 624 contains the review and a full annotated bibliography of 1,448 items. PS 014 623 contains the review and a selective, unannotated bibliography of 124 items.
CONTRACT- 105-81-C-026
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 017-092-00092-8, $4.50).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Academic Achievement; Cognitive Development; Community Involvement; *Developmental Programs; *Disadvantaged Youth; *Early Childhood Education; Elementary Education; Elementary School Students; Emotional Development; Followup Studies; Health; High School Students; Intervention; Kindergarten Children; Longitudinal Studies; *Outcomes of Education; Parent Participation; Preschool Children; Primary Education; *Program Evaluation; Social Development
IDENTIFIERS- *Project Head Start

This review attempts to summarize the major findings concerning the impact of Head Start that have been reported in the literature published since 1970, and to communicate these results to policymakers, researchers, Head Start program staff, and others. The review constitutes an update of "A Review of Head Start Research since 1969 and an Annotated Bibliography" assembled by the George Washington University in 1975. The review is restricted to the time period 1970-1983 intentionally, so that it would focus on Head Start as it operated under the aegis of the performance standards and program improvements made in the early 1970's. Findings related to the impact of Head Start are reported as follows: (1) cognitive development of children, (2) emotional and social development of children, (3) health of children, (4) families of participating children; and (5) the community. (AS)

ED 249 091 SE 045 099

Bernal, Benito C., Jr.
Engineering Aid 3 & 2, Vol. 2. Rate Training Manual.
Naval Education and Training Command, Washington, D.C.; Naval Education and Training Program Development Center, Pensacola, Fla.
REPORT NO.- NAVEDTRA-10628
PUB DATE- 82
NOTE- 219p.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Climate Control; *Construction (Process); *Construction Materials; *Diagrams; *Electrical Systems; *Engineering; Independent Study; Masonry; Military Personnel; *Military Training;

Postsecondary Education; Reprography; Road Construction; Specifications
IDENTIFIERS- Naval Education and Training Command

Designed for individual study and not formal classroom instruction, this rate training manual provides subject matter that relates directly to the occupational qualifications of the Engineering Aid (EA) rating. This volume contains 10 chapters which deal with: (1) wood and light frame structures (examining the uses, kinds, sizes, and grades of lumber, the various structural members and their functions, and the rough and finished hardware); (2) heavy construction (focusing on wood, steel, and steel frame structures); (3) basic materials commonly used in concrete and masonry construction; (4) materials for mechanical and electrical systems; (5) horizontal construction (examining road and airfield construction terminology, construction methods, and uses of common construction materials); (6) construction drawings; (7) mechanical plans; (8) electrical plans; (9) various types of references used by technical specification writers in the preparation of project specifications (including their format and the terminology used); and (10) typical reproduction equipment and the procedures in maintaining engineering drawing files. (JN)

ED 248 738 HE 017 426

Improving University Teaching. Volume I: Abstracts of Contributed Papers, Seminars, Workshps, Index of Presenters. International Conference (9th, Dublin, Ireland, July 6-9, 1983).

Maryland Univ., College Park. Univ. Coll.; National Inst. for Higher Education, Dublin (Ireland).

PUB DATE- Jul 83

NOTE- 202p.; For related documents, see HE 017 427-428. Document contains small print.

AVAILABLE FROM- University of Maryland, University College, University Boulevard at Adelphi Road, College Park, MD 20742 ($35.00 for four volumes).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Academic Achievement; Administrators; Adult Learning; *College Instruction; Communication Skills; *Computer Assisted Instruction; Cost Effectiveness; Educational Technology; Ethical Instruction; Faculty Development; Faculty Evaluation; Higher Education; *Instructional Improvement; *Microcomputers; Problem Solving; *Professional Development; Remedial Instruction; Student Attitudes; Student Development; *Student Evaluation of Teacher Performance; Teacher Effectiveness; Values

Abstracts and other information from the ninth international conference on improving university teaching, whose theme was "The Social Dimensions and Demands of Teaching and Technology," are presented. More than 40 papers were offered in seminars in the following categories: student evaluation of faculty; techniques and programs to relate theory to practice; predicting student achievement; professional development for faculty and administrators; students' communication and thinking skills; microcomputers for teachers and teaching; using educational technology to improve teaching; evaluating students' success in problem analysis and solution; computer-based teaching and information exchange; effective university teaching as perceived by students and teachers; adult learning opportunities and problems; usefulness and cost-effectiveness of computer-assisted instruction; teaching values and ethics; student reactions to self-paced instruction; and approaches to remedial teaching. Abstracts of seminars on related topics are included, as are reports of workshops. For each workshop, objectives, length, activities and followup, previous experience expected, maximum number of participants, and an index of presenters are provided. (LB)

ED 248 779   HE 017 644

Hodgin, Robert F.
Attitude Assessment for Research in Economic Education.
PUB DATE- 84
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Attitude Measures; *Economics Education; Higher Education; *Item Analysis; Questionnaires; *Student Attitudes; *Test Construction; Test Items; Test Reliability

Guidelines for the construction and use of an attitude instrument are presented, and the application of the instrument to measure student attitude toward economics is described. Attention is directed to the Likert-like summated forced-choice variety of attitude instrument, whereby attitude toward the object is inferred from the summed responses to statements referencing the object. The first phase is scale construction, followed by testing the instrument for consistency and reliability. About 40 to 50 statements that directly address the object need to be developed, with attention to the style and structure of the sentence. The most common number of response categories is five, and each response label is weighted by its response number. Initially, the instrument is administered to a sample of responders from the target population. The mean and standard deviation for each statement are tabulated to determine the worth of the statement. After administering the instrument to the full target group, test reliability is determined. Results of three reliability tests for the sample instrument on attitudes toward economics are presented. The full target group for the instrument reliability assessment was a large class of freshman macroeconomics students at Illinois State University during the fall of 1978. The one-page instrument is appended. (SW)

ED 248 896 IR 050 845

Annual Report on LSCA Priorities. FY 1982.
Office of Educational Research and Improvement (ED), Washington, DC. Center for Libraries and Education Improvement.
PUB DATE- Feb 84
NOTE- 405p.
LANGUAGE- English
EDRS Price - MF01/PC17 Plus Postage.
PUB TYPE- Collected Works - General (020) Reports - Research/Technical (143)
DESCRIPTORS- Annual Reports; Data Analysis; *Federal Aid; Institutionalized Persons; Library Cooperation; *Library Expenditures; *Library Services; Limited English Speaking; Physical Disabilities; Program Descriptions; *Public Libraries; *State Libraries
IDENTIFIERS- Library Development; *Library Services and Construction Act; Library Statistics

This collection of six reports was compiled by the State and Public Library Services Branch of the United States Department of Education to disseminate pertinent information submitted by the State Library Administrative Agencies on the Library Services and Construction Act (LSCA) priority areas. Based on data from the fiscal year 1982 LSCA Annual Reports, each report was written by an administrative librarian who has key responsiblity for collecting those particular data, and illustrates how LSCA funds were used to provide library services in one of the following areas: Library Services to Physically Handicapped Persons; Library Services to Persons with Limited English-Speaking Ability; Library Services to the Institutionalized; Major Urban Libraries' Statistics for Fiscal Years 1979-1981; Public Library Construction, LSCA II; and Interlibrary Cooperation, LSCA III. Two reports on literacy and technology are scheduled to be completed later. (THC)

ED 248 910 JC 840 456

Birch, Derek W.; Latcham, Jack
Accounting for Academic Staff Resources for the Tutorial Support of Open Learning. Coombe Lodge Working Paper. Information Bank Number 1605.
Further Education Staff Coll., Blagdon (England).
PUB DATE- 81
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; *College Administration; Continuing Education; *Faculty Workload; *Independent Study; *Personnel Needs; Personnel Policy; Resource Allocation; *Teacher Student Ratio; *Tutorial Programs; Tutors
IDENTIFIERS- *Great Britain

The problems of resource allocation and management within open learning systems in colleges of further and higher education in Britain are discussed in this paper, with particular focus on the deployment of academic staff. First, the components of open learning systems are outlined; e.g., providing materials for students' private study, grading and commenting on students' work, and providing tutorial and counseling support. A discussion of the problems involved in determining the resources used in open learning systems, such as flexistudy, is followed by sections focusing on procedures for determining the number of teachers required by a college, the responsibilities of teaching staff, and methods of estimating teaching hours for flexistudy through analogies with regular programs. These estimates require a determination of the notional weekly hours, the target class size, the case load for a tutor, and the number of weeks the tutor is assigned to teach in order to develop the class contact equivalent for flexistudy programs. The next section highlights methods of determining the student-staff ratio in open learning programs and ways of ascertaining if students are "active." Finally, the paper emphasizes the importance of developing a calculus for measuring teaching hours expended in open learning systems through negotiating notional weekly hours, target class sizes, and class contact equivalents. (HB)

ED 249 036 RC 014 998

Moore, Thomas J., Ed.; And Others
Communicating with Mexican Americans: Por Su Buena Salud = Communicando Con Mexico Americanos: For Their Good Health. Proceedings of the Conference (Houston, TX, September 13-14, 1979).
National Heart and Lung Inst. (DHHS/NIH), Bethesda, MD. National High Blood Pressure Education Program.
REPORT NO.- NIH-81-1961
PUB DATE- Jun 81
NOTE- 152p.; Conference also sponsored by the Baylor College of Medicine.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Audiovisual Aids; Bilingual Instructional Materials; Cardiovascular System; Case Studies; *Communication (Thought Transfer); Community Attitudes; Cultural Background; *Health Education; Health Materials; Health Services; *Information Dissemination; *Media Selection; Medical Education; *Mexican Americans; Television; *Values
IDENTIFIERS- Folk Medicine; *Sociocultural Factors; Stress (Biological)

The conference focused on the role of the Mexican American's cultural language, tradition, life style, health practices, and media utilization in the design of effective health education and information programs. Representing various local, state, and national health, education, and media organizations, the 108 participants attended sessions on sociocultural factors, health values, and perceptions affecting health communication, and use and evaluation of media in disseminating health information. Each session consisted of a keynote address, three or four related research presentations, and a workshop session. Workshop participants used a health communications methodology to complete a case study which involved the design of a model health communications campaign to educate the Mexican American community about services provided by a health maintenance organization for cardiovascular disease. A media critique session provided participants with guidelines for content and production which should be considered in designing health communication materials. Topics of the research presentations included the determination of Hispanic knowledge, attitudes and practices related to cancer for the purpose of education programs; alternative methods of presenting bilingual health education messages; and a videotape package to reach Hispanics with cancer health education. This report contains the keynote and research presentations, workshop results, conference evaluation and evaluation questionnaire, media critique forms, and the case study. (NQA)

ED 249 063 SE 045 068

Brophy, M.; Fryars, M.

Acids and Alkalis. Seychelles Integrated Science. Teacher and Pupil Booklets . Unit 9.

National Inst. of Pedagogy (Seychelles).
SPONS. AGENCY- Ministry of Education and Information (Seychelles).
PUB DATE- 83
NOTE- 49p.; Document contains several pages of marginal legibility. For units 1 through 13 of this series, see SE 045 060-072.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Chemical Equilibrium; *Chemical Reactions; *Chemistry; Curriculum Development; Integrated Curriculum; Junior High Schools; *Science Activities; Science Curriculum; Science Education; *Science Programs; *Secondary School Science; Units of Study
IDENTIFIERS- *Acids; Bases (Chemistry); *Seychelles Integrated Science Program

Seychelles Integrated Science (SIS), a 3-year laboratory-based science program for students (ages 11-15) in upper primary grades 7, 8, and 9, was developed from an extensive evaluation and modification of previous P7-P9 materials. This P8 SIS unit focuses on: (1) the uses of acids and bases (alkalis) in students' everyday lives, stressing their use at home, at work, and in the body; (2) the chemical properties of acids and bases; (3) the concept and use of the pH scales as a means of measuring acidity and alkalinity; and (4) concepts concerning the differing reactivity of metals and chemical reactions. Provided for the unit is a student workbook and a set of teaching notes. The teaching notes include the general aims of the unit, and a lesson plan for each topic area. Each lesson plan includes a suggested time frame, a list of objectives, a list of equipment needed, and a suggested lesson format. This format includes suggestions for introducing the lesson, instructional strategies (emphasizing procedures for student activities), and evaluation methods. The student workbook includes procedures for completing the unit activities and a list of new words keyed to page numbers in the workbook. (JN)

ED 248 766 HE 017 630

Smith, Douglas C.

The Confucius-Dewey Synthesis: Administration of Higher Education in Taiwan's Universities, Colleges, and Teachers Colleges--An Evaluation.

PUB DATE- 84
NOTE- 58p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Administration; College Entrance Examinations; College Faculty; *College Programs; College Students; Educational History; Foreign Countries; Government School Relationship; *Higher Education; *Institutional Characteristics; School Organization
IDENTIFIERS- *Taiwan

Perspectives on higher education in Taiwan are presented, based in part on the views of a sample of Chinese scholars. After briefly reviewing the origins of Chinese higher education, attention is directed at the current system. The nine layers in the contemporary educational structure in Taiwan are identified. Chinese students seeking college studies must take the annual national competitive entrance examination. The most popular fields of study in Taiwan in recent years have been medicine, the pure sciences, languages, library science, business and management, and teaching. The faculty of Taiwan's colleges and universities has four ranks, and teaching loads are prescribed at the national level by the Ministry of Education. Universities show no sex discrimination in any programs, although some fields tend to have unequal proportions of men and women. In the last 10 years, scholarly research has played a larger part in Taiwan's education. Although higher education administration differs greatly from the U.S. system at the national level, it is similar to the U.S. systems at the state levels, as well as the French, Swedish, German, and British systems. Appendices include profiles of colleges, along with information on: local and national examinations, school organization and the organization of the Ministry of Education, high school teaching subjects, and number of college teachers and degrees held. (SW)

ED 248 794 HE 017 659

Schleiter, Mary Kay; Tarlov, Alvin R.

A National Study of Internal Medicine--Phase III. Analysis of 1976-1977 Resident Cohort Currently in Practice. Final Report.

Chicago Univ., Ill.

SPONS. AGENCY- Health Resources Administration (DHHS/PHS), Hyattsville, Md. Div. of Medicine.
REPORT NO.- HRP-0905910
PUB DATE- 31 Aug 83
NOTE- 252p.
CONTRACT- HRSA-232-80-0032
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Career Choice; *Education Work Relationship; Followup Studies; *Graduate Medical Education; Higher Education; *Internal Medicine; Labor Force; *Medical Services; National Surveys; Occupational Surveys; *Patients; Physician Patient Relationship; *Physicians; Primary Health Care; Questionnaires
IDENTIFIERS- *National Study of Internal Medicine; Private Practice (Medicine)

The different practice styles of young internists and the relationship between training and practice were studied as part of the National Study of Internal Medicine Manpower, Phase III. The practices of four groups of physicians were compared: general internists with traditional residencies, general internists who received their residency training in special primary care tracks, family physicians, and subspecialty internists. Additional study objectives were to determine the extent to which the primary care track residency training programs meet their objectives, and to develop models explaining the career decisions made by students and young residents. Four surveys were administered: the Locator/Screener Survey, the Physician Questionnaire, the Log-Diary, and the Patient Questionnaire. Practice characteristics for each physician group were assessed, including location, office organization, financial characteristics, accessibility, and productivity. Patient concerns included: demographic characteristics, medical conditions, patient functional abilities, and patient/physician relationships. The career orientations of residency training departments were evaluated, along with the types of primary care and ambulatory care training provided. The survey instruments are appended. (SW)

ED 248 808 HE 017 678

Missouri Manpower Trends. Master Plan III Assessment. Project Report Number Four.

Missouri State Coordinating Board for Higher Education, Jefferson City.

PUB DATE- Jun 83
NOTE- 28p.; For related documents, see ED 241 083, HE 017 676-680.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Graduates; *College Role; *Education Work Relationship; Employment Opportunities; *Employment Patterns; Employment Projections; Higher Education; *Industry; Manufacturing Industry; Master Plans; National Surveys; *Occupational Surveys; State Surveys; Technology; Trend Analysis
IDENTIFIERS- *Missouri; Public Colleges

As part of an evaluation of the Missouri master plan for higher education, employment and manpower trends in the state are examined. A summary of the state historical employment trends in the primary occupational sectors is presented. Included is an analysis of the 10-year trends from calendar year 1972 through the first quarter of calendar year 1983. Also included are comparisons of the changes by occupational sector from calendar years 1972 to 1982, and a summary of the projected nationwide trends in these occupational sectors through 1990. It is shown that the increase in the number employed in Missouri in the last decade was due entirely to an increase in employment in the nonmanufacturing economic sector; overall employment in the manufacturing sector actually decreased during the time. Staffing patterns within these sectors are also analyzed with regard to the percentage of college-educated employees, and attention is directed to the relationship of these percentages to the employment trends. Potential occupational opportunities in the high technology industries are addressed, with emphasis on the relationship of these possibilities to the future role of higher education. Directions that higher education might consider in assuming this role are highlighted. (SW)

ED 248 837 IR 011 286

Feasley, Charles E., Comp.
Distance Education: Collected ERIC Abstracts.
PUB DATE- Feb 84
NOTE- 81p.; Print is marginally legible.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Abstracts; Annotated Bibliographies; *Correspondence Study; Databases; *Delivery Systems; *Distance Education; Information Sources; Instructional Materials; *Open Universities; *Program Descriptions; *Teaching Methods
IDENTIFIERS- *ERIC

This collection of 219 ERIC "ED" (non-journal) abstracts was compiled through systematic, free-text computer searches of "all related" ERIC documents, which were conducted for the preparation of a 1983 research report entitled "Serving Learners at a Distance." The ERIC identifiers "distance education" (now a descriptor) and "distance teaching" were used, as well as such descriptors as "correspondence study" and "open universities." Citations are listed in approximate numerical order and extend from ED 003 638 through ED 230 359. The records describe reports on programs at distance teaching institutions, on distance education in general, and such specific topics as the implications of open learning for independent study, evaluation of distance education, using teleconferencing in postsecondary organizations, using mass media for learning, and counseling the distance learner. (Author/LMM)

Weaver, Dave; Holznagel, Don
An Analysis of Available Courseware.
Northwest Regional Educational Lab., Portland, Oreg.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Apr 84
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143) Collected Works - Serials (022)
DESCRIPTORS- *Computer Assisted Instruction; *Courseware; Data Analysis; *Databases; Elementary Secondary Education; Marketing; *Microcomputers; *Prediction; Statistical Distributions

This report provides a general overview of available courseware for computer assisted instruction by examining the distribution of these packages across grade level, hardware type, instructional mode, and subject areas, including art, business education, computer science, language arts, foreign language, mathematics, science, social studies, special education, and vocational education. Future trends are also identified based on data from the comprehensive RICE (Resources in Computer Education) database, which contains information on microcomputer courseware for elementary and secondary education, and on the experience gained by the MicroSIFT (Microcomputer Software Information for Teachers) staff in coordinating a nationwide courseware evaluation project. (RICE was one outcome of the project.) Graphs used in the report to display the commercially available courseware packages portray the RICE database, but also accurately represent the universe of available courseware. A description of RICE and how to access it is included. (LMM)

ED 248 981　　　　　　　　　　　　PS 014 606

Highway Safety Programs Encouraging the Use of Child Restraint Systems. Report to Accompany H.R. 4616 from the Committee on Public Works and Transportation, U.S. House of Representatives, Ninety-Eighth Congress, Second Session.

Congress of the U.S., Washington, D.C. House Committee on Public Works.

REPORT NO.- House-R-98-641
PUB DATE- 28 Mar 84
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Children; Cost Estimates; Criteria; *Federal Government; *Federal Legislation; *Financial Support; Safety Equipment; *State Legislation; *Traffic Safety
IDENTIFIERS- *Child Restraint Systems; Congress 98th; Proposed Legislation; *Safety Legislation; Seat Belts

This report from the Committee on Public Works and Transportation provides background information related to H.R. 4616 and gives an estimate of costs associated with carrying out the bill. The report points out that, whereas 44 states and the District of Columbia have passed laws requiring that children be placed in safety seats and whereas studies indicate that public education and safety seat loan programs have been effective in increasing safety seat use, most children under 5 years of age continue to be transported unrestrained, even by safety belts. Specifically, the bill in question amends section 403 (a) (1) of the Surface Transportation Assistance Act of 1982 for the purpose of providing additional authorizations out of the Highway Trust Fund to carry out highway safety programs by the National Highway Traffic Safety Administration (NHTSA). An additional $15 million is authorized for fiscal year 1985, bringing the total NHTSA highway safety funding level for 1985 to $115 million. An additional $20 million is authorized for fiscal year 1986, bringing the total funding level in 1986 to $120 million. The report also specifies criteria intended to guarantee that federal monies are spent in the most effective and uniform manner. These criteria include (1) mandatory use of child restraints; (2) an intensive education program for parents and police; (3) training police to enforce the law; (4) media awareness programs; (5) loaner programs to aid low income families; and (6) involvement of a broad spectrum of people and organizations to promote child restraint programs. Changes in existing law made by the bill are indicated. (RH)

ED 249 050 SE 044 895

Murphy, Pat, Ed.
Bubbles: Films, Foams & Fizz. Ideas in Science. Notes for Teachers.
American Association for the Advancement of Science, Washington, D.C.
SPONS. AGENCY- Standard Oil Co. of Ohio.
REPORT NO.- IS-1/1983
PUB DATE- Mar 84
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Elementary School Science; Elementary Secondary Education; *Physical Sciences; *Science Activities; Science Education; Science Instruction; *Secondary School Science; Teaching Methods
IDENTIFIERS- *Bubbles

Five activities dealing with bubbles are presented. Information provided with the activities includes introductory and/or background information; notes on pre-activity preparations; lists of science themes and skills fostered; time frame; list of materials needed; student procedures; and instructional strategies. A teaching guide with detailed background information is also provided. Topics considered in the guide include: (1) the variety and importance of bubbles; (2) stimulating students' thinking about bubbles; (3) soaps, detergents, and water; (4) patterns of bubble clusters; (5) bubbles in liquids; and (6) bubble colors. An annotated list of eight references is included. (JN)

ED 249 077   SE 045 082

McConnell, Mary C.; And Others
Science, Technology, and Society. Innovations: The Social Consequences of Science and Technology Program.
Biological Sciences Curriculum Study, Boulder, Colo.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
REPORT NO.- ISBN-0-8403-3272-6
PUB DATE- 84
NOTE- 54p.
GRANT- SED-7918968
AVAILABLE FROM- Kendall/Hunt Publishing Company, 2460 Kerper Blvd., P.O. Box 539, Dubuque, IA 52001 ($3.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- College Science; *Decision Making; Higher Education; High Schools; Interdisciplinary Approach; Learning Activities; Relationship; *Science Education; *Scientific Literacy; Secondary School Science; Social Influences; *Social Problems; Technological Advancement; *Technological Literacy; *Technology
IDENTIFIERS- Biological Sciences Curriculum Study; *Science and Society

This module is part of an interdisciplinary program designed to educate the general citizenry regarding the issues of science/technology/society (STS) that have important consequences for both present and future social policies. Specifically, the program provides an opportunity for students to assess the effects of selected technological innovations in order to make intelligent decisions about them. This module, which examines some of the complex relationships between STS, consists of five activities. The first activity focuses on the nature of science, the nature of technology, the nature of society, relationships between science and technology, relationships between society and technology, and relationships between science and society. Areas examined in the next four activities are: (1) concerns about science and technology; (2) decision-making; (3) technology assessment; and (4) autonomous technology. All activities include a list of goals, introductory information, a list of tasks to be accomplished, discussion questions, suggestions for further study and lists of materials needed, new terms, and additional references which students are encouraged to locate and read. Key articles which may be difficult to locate are included in the module. (JN)

ED 249 107 SE 045 121

Who Lives There? A Spring Program for Kindergarten.

Jackson Community Coll., MI. Dahlem Environmental Education Center.

SPONS. AGENCY- Department of Education, Washington, DC. Inst. of Museum Services.
PUB DATE- 84
NOTE- 33p.
GRANT- G008103172
AVAILABLE FROM- Dahlem Environmental Education Center, Jackson Community College, 7117 South Jackson Rd., Jackson, MI 49201.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Animals; *Biology; Ecology; Elementary School Mathematics; Elementary School Science; *Environmental Education; *Field Trips; *Housing; Interdisciplinary Approach; Kindergarten; Language Arts; *Learning Activities; Outdoor Activities; Primary Education; Science Activities; Social Studies

This instructional packet is one of 14 school environmental education programs developed for use in the classroom and at the Dahlem Environmental Education Center (DEEC) of the Jackson Community College (Michigan). Provided in the packet are pre-trip activities, field trip activities, and post-trip activities which focus on the importance of homes to animals and people. Strategies for using these activities with kindergarten children are also provided. The pre-trip activities examine differences between living and nonliving things, plant and animal home needs, and animal homes. Three activity sheets and a letter to parents explaining the purpose of the program are included. Field trip activities include finding animal homes at the DEEC and exploring the environment at each site. (These and other activities and lists of formal and non-formal field trip objectives are provided in a separate field trip guide.) The post-trip activities include studying animals in school, exploring the relationship between people and animals, and making animal homes from such objects as pebbles, broom sticks, and popsicle sticks. All activities provide opportunities for students to practice skills in classifying, comparing, and cooperating. Although the activities are based on science, they will also enhance other disciplines as well. (JN)

ED 249 121 SO 015 881

Clanton, Brandolyn; And Others
Advertisements Demand Sense.
South Carolina State Dept. of Consumer Affairs, Columbia.; South Carolina State Dept. of Education, Columbia.
PUB DATE- 83
NOTE- 27p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Advertising; *Consumer Education; Consumer Protection; Individual Power; Learning Activities; Merchandise Information; Purchasing; Secondary Education; Units of Study

Self-contained units of study on advertising will help secondary students to critically analyze the utility, completeness, and accuracy of various sources of product information. In the first of five units, students are asked to think about the many benefits consumers and producers derive from advertising. The second unit makes students aware that advertisements are only one source of data on goods and services available to the consumer and that purchasers do not always obtain all the information available to them. In the third unit students learn that there are costs other than the price charged for the goods and services which can be incurred when making a purchasing decision. The fourth unit involves students in analyzing six common advertising techniques. The concluding unit teaches students that as consumers they have power in the marketplace. Information provided for each unit includes teacher background information, the classroom lesson, and supplementary activities. Activities vary and involve students in participating in classroom discussions, brainstorming, listening to guest speakers, analyzing advertisements, discussing scenarios, and role playing. (RM)

ED 248 752 HE 017 611

Spencer, Charles T.; And Others

Statistical Analysis of the Impact of Selected Variables on the Job Satisfaction of Medical Technologists.

PUB DATE- Jun 84
NOTE- 16p.; Paper presented at the Annual Meeting of the American Society for Medical Technology (Kansas City, MO, June 27, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Graduates; Degrees (Academic); Graduate Surveys; Higher Education; *Job Satisfaction; Laboratory Technology; *Medical Technologists; Professional Development; Questionnaires; Sex Differences; Statistical Analysis; *Vocational Followup

Feelings of medical technology graduates about their jobs were studied using the descriptive survey research method. Attention was directed to the relationship of job attitudes to time since graduation, presence/absence of professional development activities, and selected characteristics of the respondents. Questionnaire responses from 186 graduates of the Illinois State University medical technology program were analyzed using several statistical techniques. Results of factor analysis suggest that professional development opportunities are not systematically related to job satisfaction. Regression analysis results include the following: (1) when controlling for gender and degree, the relationship between job satisfaction and time was curvilinear (i.e., after an initial period of satisfaction with the work, job satisfaction begins to decline); (2) controlling for time and gender, graduates with a baccalaureate degree only experienced less job satisfaction than those with higher degrees; and (3) when controlling time and degree, males experienced greater job satisfaction than did females. Questionnaire items and factor loading data are included. (SW)

ED 248 823 HE 017 710

Rooney, Glenda Dewberry
Minority Student Involvement in Minority Student Organizations: An Exploratory Study. Final Report.
Wisconsin Univ., Madison.
PUB DATE- Feb 84
NOTE- 22p.; Prepared in the Dean of Students Office.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- American Indians; Asian Americans; Black Students; *College Students; *Extracurricular Activities; Higher Education; Institutional Research; Mexican Americans; *Minority Groups; Puerto Ricans; *Student Organizations; *Student Participation
IDENTIFIERS- University of Wisconsin Madison

The involvement of undergraduate minority students in five campus minority student organizations was studied at a major midwestern university. The roles these groups play as perceived by minority students and the extent to which minority students are involved in general campus student groups was assessed. The study sample consisted of 74 Afro-Americans, 86 Asian Americans, 121 Hispanics (Chicano and Puerto Rican), and 40 Native American Indian undergraduates registered at the University of Wisconsin-Madison and residing in Wisconsin. Attention was directed to: respondents' knowledge of five ethnic minority student organizations; whether respondents who were not actively involved in any of the organizations attended programs of the groups; reasons for noninvolvement; and student perceptions of the role of minority student groups, the university, and their pre-college membership activities. Demographic information was also collected. Despite modest involvement of minority students in the organizations, for the most part students had positive feelings about involvement. Students from each of the four groups identified "promoting cultural awareness" as a primary function for all minority student groups. Implications of the findings are considered, and suggestions for further research are offered. (SW)

ED 248 852 IR 011 301

Curriculum Support Applications in Secondary Schools. Trial Report.
Angle Park Computing Centre (Australia).

PUB DATE- Jul 82
NOTE- 39p.; Portions of appendices may be marginally legible.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Computer Software; *Databases; Foreign Countries; *Information Retrieval; Pilot Projects; Program Descriptions; *Records (Forms); *School Administration; Secondary Education; Use Studies
IDENTIFIERS- Australia; *Database Management Systems; Query by Example

A relational database management system, Query-by-Example, was installed on an IBM 4331 system and tested in 10 schools in the Angle Park School district over a 1-year period to determine whether this system would provide the schools with the means for effectively processing the information essential for running the individual schools and providing support for curriculum activities. Enhanced by local software for input and output tailoring, the general purpose software package acted as an umbrella under which all applications were run. Each school was required to decide what information would be stored, what processing would be performed, and the nature of the reports to be produced; the computing center provided the necessary tools and all of the other data processing functions required in an administrative system. School information was stored in tables with the capability of linking or relating data from one table with data in other tables. The concept appeared to offer a very promising blend of schools' control of their own data processing and the professional computer functions being carried out by a central data processing facility. This report includes descriptions of the experiences of the individual schools and appendices containing sample formats for user tables, a query list, and sample report printouts. (LMM)

ED 248 866 IR 011 318

Taitt, Henry A.
TLC for Growing Minds. Microcomputer Projects. Adult Intermediate Microcomputer Projects.
REPORT NO.- ISBN-0-88193-123-3
PUB DATE- 83
NOTE- 55p.; Reproducibility may be limited due to use of colored paper throughout the document. For related documents, see IR 011 306-311, IR 011 314-316, and IR 011 319.
AVAILABLE FROM- Creative Learning Association, Inc., RR#4, Box 330, Charleston, IL 61920 ($9.95 per copy; quantity discounts available).
LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; *Computer Graphics; *Computer Science Education; Computer Software; Input Output Devices; Instructional Materials; *Learning Activities; *Microcomputers; Problem Solving; *Programing; Programing Languages; Secondary Education
IDENTIFIERS- *BASIC Programing Language; Computer Games

Designed to improve students' thinking, learning, and creative skills while they learn to program a microcomputer in BASIC programing language, this book for intermediate learners at the high school/adult level provides a variety of microcomputer activities designed to extend the concepts taught in the accompanying instructional manuals (Volumes 3 and 4). These activities require students to apply those concepts to challenging problems which need original and creative solutions. Each activity includes introductory information; a program to enter, run, and observe; and challenges to change or use the program. Programs involve creating random numbers; using RND to represent a rolled die; using arrays to store random numbers and to store words which may then be selected randomly; calculating compound and simple interest; calculating a realtor's commission; solving equations for speed and distance; creating a quiz; displaying the alphabet; and creating words composed of randomly selected letters and storing them in an array. (Author/LMM)

Young, Frank Howard

Assessment, Historical Perspective, and Prediction of the Academic Performance at Senior Institutions of Transfer Students from a Multi-Campus Community College District.

PUB DATE- May 82
NOTE- 244p.; Ed.D. Dissertation, University of Southern California
AVAILABLE FROM- Library Photographic Duplicating Services, University of Southern California, University Park, M.C. 0182, Los Angeles, CA 90089-0182 (Order No. 2865A; $29.13)
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Historical Materials (060) Dissertations/Theses - Doctoral Dissertations (041)

DESCRIPTORS- *Academic Achievement; *College Graduates; College Students; *College Transfer Students; *Educational Trends; Grade Point Average; Postsecondary Education; Predictor Variables; *Two Year College Students
IDENTIFIERS- *California; *San Mateo County Community College District CA

A study was conducted to assess the academic performance of San Mateo County Community College District (SMCCD) students after transfer to a University of California (UC) or California State University (CSU) campus; to compare study results with previous research on College of San Mateo transfer students; and to determine the variables most predictive of academic success at a four-year institution. The study sample of 3,139 SMCCD students was drawn from students who transferred to a UC or CSU campus between fall 1974 and spring 1980. Study findings, based on data obtained from academic performance reports, included the following: (1) the CSU cumulative grade point averages (GPA's) earned by SMCCD transfers were essentially equivalent to those of all CSU undergraduates and all community college transfer students; (2) the CSU 3-year transfer rate of SMCCD transfers was significantly higher than the 5-year graduation rate of CSU freshmen and the 3-year graduation rate of all community college transfers; (3) SMCCD transfers to the UC system experienced some sort of transfer shock as evidenced by a first-year post-transfer drop in GPA of approximately .40 grade points; (4) GPA and graduation rates of SMCCD transfers to UC were higher than those attained by transfers to CSU; and (5) studies conducted since 1932 indicated that the large majority of SMCCD transfers were academically successful after transfer. (LAL)

ED 248 939 JC 840 537

Gooder, Glenn G.
California Community Colleges Differential Funding Study: Field Report #3.
California Community Colleges, Sacramento.

PUB DATE- Oct 84
NOTE- 209p.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Colleges; *Educational Finance; Educational Legislation; *Finance Reform; *Financial Policy; Financial Support; Policy Formation; *State Aid; State Legislation; State Surveys; Two Year Colleges
IDENTIFIERS- *California

As mandated by state finance legislation of 1983, this report provides a plan for differential funding for California's community college districts, and presents the results of a study of differential funding. Part 1 of the report presents the differential funding plan, including a summary of the study and its findings and the basic principles and elements of the proposed funding plan. Part 2, divided into six chapters, focuses on the differential funding study. Chapter 1 presents background to community college finances, including a history of funding in the system, analyses of the impacts of changing funding policy and reduced funding levels, and a discussion of the expectations of differential funding. After chapter 2 reviews the study plan and procedures, chapter 3 considers differential cost funding in terms of state and local district interests and advantages and disadvantages. In chapter 4, the data needs of the funding mechanism are considered with regard to available data and plans for developing needed data. Chapter 5 provides an analysis of a differential cost funding approach for the community colleges, considering elements such as support categories, workload measures, support levels, and impact on individual districts. Finally, chapter 6 offers a plan for implementation, which identifies elements of the plan, suggests a schedule, estimates costs, and considers the legislative authorization needed. Appendices include a summary and analysis of data. (LAL)

ED 248 953 PS 014 531

Black, Harvey
Legitimate Academic Subject Matter in the Nursery Curriculum.
PUB DATE- 81
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Nursery Schools; Oral Language; Preschool Children; *Preschool Curriculum; Preschool Education; *Reading Skills; *Writing Skills
IDENTIFIERS- Academic Orientation; Child Centered Education

It is held that academic learning, beginning with speech mastery, is the natural, necessary, and most legitimate core of every child's nursery curriculum. And no subject matter is more academic in nature than the mastery of spoken and written language. However, as intellectually challenging as the learning of first language may be, it is generally mastered before the end of the nursery years. But why is print fluency assumed by almost all parents and educators to be of legitimate concern only when children become older? Print and speech can be learned when the child is immersed in a conversational environment that models and invites the use of both. There is no convincing evidence that one mode is significantly more difficult to learn than the other. Justification for encouraging print fluency in the nursery can be found in children's typical uses of print. Such uses are related to children's self-concept knowledge; their ability to manage fantasies and associated emotions, imagined fears, and insecurities; and their ability to acquire and retain factual information. The academic nursery curriculum is a child-directed curriculum oriented toward the child's own thoughts and concepts, hopes, desires, interests, visions, and fantasies. Sensitive parents and teachers can elicit children's ideas and encourage their representation in print. The family and school can provide books that extend the child's experience. (RH)

ED 248 967 PS 014 581

Children, Youth, and Families: 1983. A Year-End Report on the Activities of the Select Committee on Children, Youth, and Families, U.S. House of Representatives, Ninety-Eighth Congress, Second Session, with Minority Views and Additional Views. Committee Print.

Congress of the U.S., Washington, DC. House Select Committee on Children, Youth, and Families.

REPORT NO.- House-CP-32-574
PUB DATE- Mar 84
NOTE- 203p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 052-070-059-33-8, $5.50).
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescents; Child Development; *Children; Costs; Day Care; Drug Abuse; Early Childhood Education; *Family (Sociological Unit); Family Problems; Foster Care; Hearings; Infant Mortality; Justice; Parent Child Relationship; Poverty; Runaways; Sex Discrimination; *Social Problems; *Social Services
IDENTIFIERS- Congress 98th; Homeless People; Juvenile Justice

Primarily an assessment of current conditions among America's children, youth, families, and of relevant public and private sector policies, this report also contains examples of how families and communities are responding successfully to the challenges before them. Specifically, part I addresses issues of infant mortality; children's health; the intellectual and emotional development of children; the role of fathers; adolescents, substance abuse, and suicide; fear of war; teenage pregnancy; educational problems; foster care; juvenile justice; homeless and runaway youth; child care; child abuse and family violence; homeless families; and hunger in America. Part II discusses unemployment; economic problems of single mothers; women's earnings and wage inequities; costs of housing; child care costs; costs of health care; expenditures for families and children; income maintenance and housing assistance; federal budget cuts and state spending; public-private partnerships; the changing family environment; and life in poverty. Part III describes programs and initiatives directed toward many of the issues presented in part I. Appended to the report are related materials and minority and additional views on these matters. (RH)

ED 249 009 RC 014 916

Fiordo, Richard
The Soft-Spoken Way vs. the Outspoken Way: A Bicultural Approach to Teaching Speech Communication to Native People in Alberta.
PUB DATE- Jul 84
NOTE- 17p.; Paper presented at the Mokakit Indian Education Research Association International Conference (London, Ontario, Canada, July 25-27, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- American Indian Education; *Canada Natives; Comparative Analysis; Foreign Countries; *Paralinguistics; Postsecondary Education; *Relevance (Education); *Speech Communication; *Teacher Education; *Whites
IDENTIFIERS- Alberta

The paper discusses bicultural education from two points of view, the soft-spoken way of Native people and the outspoken way of non-Native people with both groups examined in the context of a teacher training program in the field of education in Alberta. Canada's federal policy toward Native people and biculturalism and problems created by the policy of assimilation toward Native people is reviewed. Teaching of a basic speech communication course that involved making presentations to a class of students is discussed in reference to rating classes of Native and classes of non-Native students in terms of delivery, especially paralanguage. Results were compared and indicated relevant differences in scores between the two groups. The bicultural approach method, used only with Native students, indicated apparent advantages of the approach for teaching speech communication to Native students. Three speculations on why the bicultural approach is beneficial are offered. They are (1) the message gets tailored to fit cultural values and past experiences; (2) when cultural adjustment or change is sought, it can be best introduced, not through centralized planning, but after a study of local needs; and (3) the threat of assimilation by the mainstream is reduced and the threat of categorical imposition of the mainstream avoided. (ERB)

ED 249 023 RC 014 968

Goodluck, Charlotte; Elpers, Jenny
American Indian Tribal Programs in Child Welfare in Region VIII.
Denver Univ., CO. Region VIII Family Resource Center.
SPONS. AGENCY- Children's Bureau (DHHS/OHS), Washington, DC.
PUB DATE- Apr 84
NOTE- 48p.; Map of the region will not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *American Indian Reservations; *American Indians; *Child Welfare; Language Usage; Social Agencies; *Social Services; Social Support Groups; *Tribes
IDENTIFIERS- Bureau of Indian Affairs; Chippewa Cree (Tribe); *Region 8; Sisseton Wahpeton Sioux (Tribe)

Designed to develop and to share information and resources on child abuse and neglect, child welfare, and youth services in Region VIII (Colorado, Utah, Wyoming, North Dakota, South Dakota, and Montana), the Family Resource Center, a federally funded two year program, has developed a directory containing names, addresses, phone numbers and services offered for tribes represented in Region VIII; tribal programs by state; Indian centers; and Bureau of Indian Affairs area offices. Other information includes a map of Region VIII; a brief explanation of tribal programs; examples of tribal use of language for such terms as child welfare, extended family, adoption, and love; the Chippewa Cree Tribal Code as an example of tribal codes and regulations used by the tribes in developing their programs; and a case study of the Sisseton-Wahpeton Sioux Tribal Child Protection Program as a model for other tribes. (ERB)

ED 249 092 SE 045 100

Mathematics Volume I. Student Book. Grade 7.
Seton Hall Univ., South Orange, N.J. Inst. of Far Eastern Studies.
SPONS. AGENCY- Department of Education, Washington, DC.
REPORT NO.- ISBN-0-89857-264-9
PUB DATE- Jun 83
NOTE- 175p.; Developed by the Asian Bilingual Curriculum Development Center. For Volume II, see SE 045 101.
AVAILABLE FROM- Evaluation, Dissemination and Assessment Center, Lesley College, 49 Washington Ave., Cambridge, MA 02140.
LANGUAGE- Chinese
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Bilingual Education; *Computation; Grade 7; Integers; Junior High School Students; Mathematics Curriculum; *Mathematics Instruction; *Number Concepts; Number Systems; Secondary Education; *Secondary School Mathematics; *Textbooks

This mathematics textbook was developed especially for use in bilingual education classes for children of Chinese immigrants, new to this country, who have not had a chance to learn English yet. While it provides children with an opportunity to study mathematics in their own language, examples and exercises are designed to help students become familiar with the American way of life. A special feature is the emphasis on the achievements of Chinese scholars in the field of mathematics, to help students attain pride in their heritage. The text can purportedly be used in a variety of ways to suit the needs of a particular learning situation. Simple and humorous examples are incorporated, and capturing students' interest is attempted by the manner of presentation. The mathematical content includes the four operations with whole numbers, various numeration systems, integers, and some number theory ideas. (MNS)

ED 248 739 HE 017 427

Improving University Teaching. Volume II and Volume III: Contributed Papers. International Conference (9th, Dublin, Ireland, July 6-9, 1983).

Maryland Univ., College Park. Univ. Coll.; National Inst. for Higher Education, Dublin (Ireland).

PUB DATE- Jul 83

NOTE- 865p.; For related documents, see HE 017 426-428. Document contains small print.

AVAILABLE FROM- University of Maryland, University College, University Boulevard at Adelphi Road, College Park, MD 20742 ($35.00 for four volumes).

LANGUAGE- English

EDRS Price - MF06 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Academic Achievement; Administrators; Adult Learning; *College Instruction; Communication Skills; *Computer Assisted Instruction; Educational Technology; Ethical Instruction; Faculty Development; Higher Education; *Instructional Improvement; Microcomputers; Pacing; Problem Solving; *Professional Development; Remedial Instruction; *Student Development; *Student Evaluation of Teacher Performance; Teacher Effectiveness; Values Education

Ninety-five papers from an international conference on improving university teaching are presented. Topics, which relate to the theme of the conference, "The Social Dimensions and Demands of Teaching and Technology," include the following: computer-based teaching and information exchange, the usefulness and cost-effectiveness of computer-assisted instruction, effective university teaching as perceived by students and teachers, special opportunities and problems of adult learning, the teaching of values and ethics, student reactions to self-paced instruction, remedial teaching approaches, student evaluation of faculty, techniques and programs that help relate theory to practice, research predicting student achievement, professional development for faculty and administrators, developing students' communication and thinking skills, microcomputers for teachers and teaching, using educational technology to improve teaching, and evaluating students' success in probelm analysis and solution. (SW)

ED 248 780 HE 017 645

Meuter, Ralph F.; And Others
Partnerships through Innovative Telecommunications at California State University, Chico.
PUB DATE- Jun 84
NOTE- 23p.; Paper presented at a U.S. Department of Education sponsored conference, "Building Partnerships for Quality Education in Rural America" (Washington, DC, June 28-30, 1984). Some tables may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Communications Satellites; Computer Science Education; *Cooperative Programs; Delivery Systems; *Distance Education; *Educational Television; Extension Education; *External Degree Programs; Higher Education; School Business Relationship; *State Universities; *Telecommunications
IDENTIFIERS- *California State University Chico

California State University (CSU), Chico, has used its relatively isolated location to develop an extensive educational system known as "Instructional Television for Students" (ITFS). Currently, the university is launching plans for new partnerships utilizing satellite technology for the delivery of educational programs. Over the years, the ITFS system at CSU, Chico, has been expanded to a network of 16 remote sites throughout Northeastern California, including community colleges, county school offices, military bases, hospitals, and industries. Off-campus ITFS students can complete a bachelor's degree in a number of fields. In September 1984, CSU, Chico, in a cooperative arrangement with the Hewlett Packard (H-P) Corporation, will provide the first courses in a program leading to the master's degree in computer science. H-P students around the nation will be able to access the Chico collection for educational purposes. Consideration is being given to the potential of new electronic partnerships and the delivery of entire degree programs via satellite. Appendices include maps showing: the 19 campuses of CSU; the service areas of CSU, Chico; and the remote sites served by the Chico ITFS system. Information on ITFS course offerings is included. (SW)

ED 248 882 IR 011 336

Pollard, Jim; Holznagel, Don
Online Data Bases. Reports to Decision Makers, Number 4.
Northwest Regional Educational Lab., Portland, Oreg.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- May 84
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Costs; *Databases; *Information Retrieval; Information Seeking; *Online Systems; Purchasing; Search Strategies
IDENTIFIERS- ERIC

A well-designed online database system allows users to ask a computer to find only information that is relevant to their needs. A variety of databases exist, each specializing in a particular topic or type of information. Fulltext systems provide complete copies of such documents as news articles, research reports, and software evaluations. Bibliographic databases, such as ERIC, hold references to the original report or article rather than the full text and are usually searched by using key words. Non-bibliographic databases are simply collections of data. Searching a computer database involves at least three entities: the information owner who has gathered and entered the information into the computer; the database vendors, or organizations which contract with information owners and may charge a subscription fee and fee for search time; and the use of telephone lines to access the database system. The need for information should be balanced with the cost of obtaining it. It may be worthwhile to find a trained searcher to assist with a database search. A sample of 16 databases of potential interest to educators and 3 database vendors are listed. (LMM)

ED 248 897 IR 050 846

Dorr, Ralze W.
The Division of Technical Services. A Study of Its Present Organization and a Proposal for Change and Appendices.
Louisville Univ., Ky. Univ. Libraries.
PUB DATE- 31 Aug 83
NOTE- 241p.; For a follow-up report, see IR 050 847.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Cataloging; *Change Strategies; College Libraries; Higher Education; Library Materials; Library Personnel; *Library Planning; *Library Technical Processes; Operations Research; Organizational Development; *Productivity; Serials; *Staff Utilization
IDENTIFIERS- *University of Louisville KY

This study was initiated by the Acting Director of the Division of Technical Services at University of Louisville to examine and analyze the structure of the division and its workflow, use of personnel, and level of productivity. Information on the workflow and structure was obtained from department head workflow charts, statistics indicating the level of departmental productivity, discussions with department heads, and site visits. This information was analyzed to determine the suitability of the levels of staff performing the various processes. Because of the extent and nature of the weaknesses found in existing operations, it was concluded that changes would be required immediately to achieve the level of operations that would adequately meet the needs of the system. This report provides an overview of the study, including its purpose, the methodology used, and the preparation of a new plan of organization; a brief account of the development of the Technical Services Organization from 1947 to 1983; a report on the current organization of the division; and a proposal for its reorganization. The appendices include the memo that initiated the investigation; a statistical report on workflow in the cataloging department together with a memo from the chairman of the workflow committee; annual reports of the cataloging department for 1979-1980, 1980-1981, and 1981-1982; and a chart showing projections of new monies to be allocated to the university libraries from 1983-1984 through 1992-1993. (THC)

ED 248 911 JC 840 492

An Evaluative Study of the Student Completion Rate for Mathematics 1403 (A, B, C).

Tarrant County Junior Coll., Fort Worth, TX. South Campus.
PUB DATE- May 84
NOTE- 209p.; Portions of appended tests may be marginally legible.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Persistence; *Course Content; Curriculum Development; Dropout Rate; Dropout Research; Enrollment Trends; *Remedial Mathematics; *Student Characteristics; Teaching Methods; Two Year Colleges; *Two Year College Students; *Withdrawal (Education)

An analysis is presented of factors and conditions affecting student completion rates in the remedial mathematics program (Mathematics 1403) in the Tarrant County (Texas) Junior College District. Following introductory material on the purposes of the study and the tasks of five project teams, chapter I examines the purpose and historical background of Mathematics 1403, which includes courses in arithmetic, beginning algebra, and intermediate algebra. Chapter II provides an overview of generally accepted curricula and instructional standards for postsecondary remedial math programs, highlighting the lack of national standards, current concern about the need for such programs, and low retention rates in Texas and outside the state. Chapter III considers curricular and instructional influences on student completion rates in Mathematics 1403, revealing a common core of essential course content with variation in peripheral topics among the three district campuses. Chapter IV presents and analyzes 1980-81 and 1981-82 data on Mathematics 1403, focusing on student placement scores, mode of instruction, day-evening schedule, class size, full-/part-time status of the instructor, individual instructors, grades, and content being studied at the time of course withdrawal. Chapter V provides the results of a study of 12 student characteristics conducted to identify characteristics influencing performance and persistence in Math 1403. The report concludes with a series of recommendations for course improvement. Detailed study findings are appended. (LAL)

ED 248 995   PS 014 624

Hubbell, Ruth
A Review of Head Start Research Since 1970 and An Annotated Bibliography of the Head Start Research Since 1965. Head Start Evaluation, Synthesis and Utilization Project.
CSR, Inc., Washington, D.C.
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, D.C.

REPORT NO.- DHHS-OHDS-83-31185
PUB DATE- Sep 83
NOTE- 693p.; This review updates ED 132 805. PS 014 624 contains the review and a full annotated bibliography of 1,448 items. PS 014 623 contains the review and a selective, unannotated bibliography of 124 items.
CONTRACT- 105-81-C-026
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 017-092-00093-6, $20.00).
LANGUAGE- English
EDRS Price - MF04/PC28 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Cognitive Development; Community; *Compensatory Education; *Developmental Programs; *Disadvantaged Youth; Early Childhood Education; Emotional Development; Family (Sociological Unit); *Federal Programs; Health; Intervention; Literature Reviews; *Program Effectiveness; *Program Evaluation; Social Development
IDENTIFIERS- *Project Head Start

To make Head Start studies more accessible and to inform concerned audiences about major findings in the research, this volume provides a review of 124 Head Start studies published since 1970 and presents an annotated bibliography containing 1,448 entries on Head Start research undertaken since 1965. The literature review summarizes findings related to the impact of Head Start on children's cognitive, emotional, and social development; on children's health and families; and on the community. Included in the review are tables indicating results of longitudinal and follow-up Head Start studies showing Head Start/control comparisons through second grade by measure and through high school by measure. The annotated bibliography is arranged mainly in alphabetical order by principal author. Co-author, title, and subject indexes are included. Many of the entries are available through the ERIC system. (RH)

ED 249 051 SE 044 896

Murphy, Pat, Ed.
Light & Images. Ideas in Science. Notes for Teachers.
American Association for the Advancement of Science, Washington, D.C.
SPONS. AGENCY- Standard Oil Co. of Ohio.
PUB DATE- 84
NOTE- 16p.; Printed on colored paper.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Demonstrations (Educational); *Elementary School Science; Intermediate Grades; *Light; *Physical Sciences; *Science Activities; Science Instruction; Secondary Education; *Secondary School Science; *Solar Energy; Teaching Methods

This teaching guide provides background information, instructions, and copies of sample cards needed for an image walk, a series of demonstrations and activities that reveal the images carried by sunlight. The three cards are used: (1) to demonstrate that sunlight passing through holes of any shape create round spots of light--images of the sun; (2) to reflect sunlight and make images of the sun, and to demonstrate that a large square hole acts like a collection of small holes; and (3) to study the array of images that result from an array of holes. The cards, originally printed on cardboard, include outlined areas indicating punchouts needed to accomplish the demonstration activities. Also provided are activities which extend the image walk, continuing the process of discovery using pinhole viewers and a slide projector. (JN)

ED 249 064 SE 045 069

Brophy, M.; Fryars, M.

Heat and Molecules. Seychelles Integrated Science. Teacher and Pupil Booklets . Unit 10.

National Inst. of Pedagogy (Seychelles).
SPONS. AGENCY- Ministry of Education and Information (Seychelles).
PUB DATE- 83
NOTE- 58p.; Document contains several pages of marginal legibility. For units 1 through 13 of this series, see SE 045 060-072.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Atomic Theory; Curriculum Development; *Heat; Integrated Curriculum; Junior High Schools; Kinetic Molecular Theory; *Physics; *Science Activities; Science Curriculum; Science Education; *Science Programs; *Secondary School Science; *Temperature; Units of Study; Water
IDENTIFIERS- *Seychelles Integrated Science Program

Seychelles Integrated Science (SIS), a 3-year laboratory-based science program for students (ages 11-15) in upper primary grades 7, 8, and 9, was developed from an extensive evaluation and modification of previous P7-P9 materials. This P8 SIS unit deals with: (1) changes in temperature which make matter expand and contract (and how this affects and can be used in students' everyday lives); (2) basic concepts in kinetic theory; (3) heat transfer and how this concept is related to everyday life in Seychelles; and (4) basic concepts in atomic and molecular theory. Provided for the unit is a student workbook and a set of teaching notes. The teaching notes include the general aims of the unit, and a lesson plan for each topic area. Each lesson plan includes a suggested time frame, a list of objectives, a list of equipment needed, and a suggested lesson format. This format includes suggestions for introducing the lesson, instructional strategies (emphasizing procedures for student activities), and evaluation methods. The student workbook includes procedures for completing the unit activities and a list of new words keyed to page numbers in the workbook. (JN)

ED 248 753 HE 017 612

Carlson, Diane L.; Miller, Sharon
A Revenue Generating Project in a 3+1 Medical Technology Project.
PUB DATE- 27 Jun 84
NOTE- 12p.; Paper presented at the Annual Meeting of the American Society for Medical Technology (Kansas City, MO, June 27, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Faculty; Delivery Systems; *Entrepreneurship; Fund Raising; Higher Education; Interprofessional Relationship; *Laboratory Technology; *Medical Technologists; Scientific Research; *Services
IDENTIFIERS- *Northern Illinois University; Phlebotomy; Public Service

A program of service provision by medical technology program faculty at Northern Illinois University is described. The faculty offer their laboratory expertise to other university faculty and to graduate students who require blood testing in their research design. The services requested and the reimbursement for the services can be negotiated by the faculty involved. Since it is the affiliated hospitals of a university with a 3+1 program that have the instrumentation for clinical instruction, testing cannot be managed at the university. The university can provide phlebotomy services and interpretation of the laboratory test results. As a test, services have been provided to researchers in the physical education and home economics departments. No revenue was generated for these services for two reasons: the feasibility of offering the service was still being determined, and the graduate student researchers had limited funds. Based on the initial test, however, charges for the services will be implemented. As the project grows, a course in phlebotomy may be developed. Responsibilities of the researchers using the services are outlined. (SW)

Stephens, W. Richard
Legal Challenges to Christian Colleges.
PUB DATE- 83
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; Administrator Attitudes; *Church Related Colleges; College Faculty; *College Presidents; College Students; *Employment Practices; Equal Opportunities (Jobs); Faculty College Relationship; Higher Education; *Legal Problems; Personnel Policy; School Surveys; Student College Relationship
IDENTIFIERS- *Christian College Coalition

Legal challenges faced by Christian liberal arts colleges affiliated with the Christian College Coalition were studied in 1983. Fifty-one of the 70 college presidents that were contacted returned questionnaires. The following areas were assessed: direct legal involvements during the past 5 years, threatened legal involvements, expected types of legal action in the future, legal counsel retained and fees, and the president's interest in a legal research/consultation fund and defense fund for the Coalition. Thirty-seven of the 51 colleges had experienced direct and threatened legal involvements and challenges. Most of the issues were resolved out of court. Where students were aggrieved, the issues included the following: complaints and/or charges of unfair academic standards, discrimination against the handicapped, enforcement of conduct regulations, and grade disputes. Contract disputes, especially those involving the termination of tenured faculty, were the dominant legal problems involving faculty. Several colleges reported charges that the college discriminated based on sex, religion, or age. Other colleges reported alumni challenges to their transcript release policies. The presidents responding to the survey also expected legal challenges to continue and even to increase in the future. (SW)

ED 248 809 HE 017 679

Trends in Instructional Programs at Missouri Public Four-Year Institutions, 1972-1982. Master Plan III Assessment. Project Report Number Five.

Missouri State Coordinating Board for Higher Education, Jefferson City.

PUB DATE- Dec 83
NOTE- 73p.; For related documents, see ED 241 083, HE 017 676-680.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Faculty; College Instruction; *College Programs; *Degrees (Academic); *Enrollment Trends; Expenditures; Graduate Students; Higher Education; Master Plans; *Productivity; Program Development; *State Colleges; State Surveys; State Universities; Trend Analysis; Undergraduate Students
IDENTIFIERS- *Missouri; *Public Colleges

As part of an evaluation of the Missouri master plan for higher education, changes affecting instructional programs in public four-year institutions in the state are reviewed for the period 1972-1982. Attention is directed to headcount enrollment and instructional programs, degrees conferred, new program development and degree productivity, and productivity measures. During the 10-year period, aggregate data show that total enrollments at all degree levels increased 14.3 percent, while total degrees awarded remained almost unchanged at 0.9 percent. Although graduate enrollments decreased, the proportion of part-time students in graduate programs at the University of Missouri system increased greatly. Public four-year institutions have been active in the development of new academic programs: between 1972 and 1982 the net number of new program additions at all levels increased 31.8 percent. At all public four-year institutions statewide, full-time instructional and research staff increased 2.4 percent. Five measures of productivity are addressed: instructional expenditures adjusted for inflation, full-time instructional/research staff, credit hours produced, credit hours per full-time instructional/research staff, and expenditures per credit hour. (SW)

ED 248 824 HE 017 711

Whitmore, Robin L.
Sexual Harassment at UC Davis.
California Univ., Davis.
PUB DATE- Nov 83
NOTE- 98p.; Portions of appendices may be marginally legible due to poor type quality.
AVAILABLE FROM- University of California, Women's Resources and Research Center, Davis, CA 95616.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Attitudes; *College Students; Females; Higher Education; Institutional Research; Males; Needs Assessment; Questionnaires; *School Personnel; *Sexual Harassment; *Student Attitudes
IDENTIFIERS- *University of California Davis

Sexual harassment at the University of California Davis was studied to provide information for campus officials. Attention was directed to: campus attitudes about sexual harassment; the incidence of sexual harassment among survey respondents; the circumstances and characteristics of sexual harassment incidents; the effects of sexual harassment on victims; and the campus resources used by, or needed for, victims. A total of 1,399 students and employees responded to the questionnaire. Some respondents defined sexual harassment more broadly than did the university. A majority of men respondents and a third of women respondents were uncertain whether sexual harassment occurred at the university, yet most perceived it as a campus problem. Women respondents were more aware than men of sexual harassment, and less likely to attribute it to sexual drive, human nature, or a misunderstanding. About 20 percent of faculty and staff, 17 percent of graduate/professional students, and 7 percent of undergraduate women respondents had been sexually harassed at the university. In 71 percent of the cases of sexual harassment, the harassor was in a higher status position than the victim; in half the cases he held direct authority over the victim. Questionnaires are appended. (SW)

Tremaine, M. G., Ed.; Wagner, G. A., Ed.
Readability: An Issue in Distance Learning. The Proceedings of a Conference Held at Massey University (Palmerston North, New Zealand, June 19-20, 1980).
Massey Univ. (New Zealand). Centre for Univ. Extramural Studies.
PUB DATE- Jun 80
NOTE- 215p.
AVAILABLE FROM- Centre for University Extramural Studies, Massey University, Palmerston North, New Zealand (Gree).
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - General (140)
DESCRIPTORS- *Cloze Procedure; Design Requirements; *Distance Education; Foreign Countries; *Instructional Materials; Layout (Publications); Literature Reviews; *Material Development; Production Techniques; *Readability; *Reading Comprehension; Textbook Evaluation
IDENTIFIERS- *New Zealand

Readability in distance learning, the cloze procedure as a means of assessing readability, and the preparation of distance learning materials are addressed in the following 14 conference papers: "Some Suggestions for Improving the Reading/Comprehension Skills of Students at a Distance" (Jean Anderson); "Student Response to the Presentation of Advanced Studies for Teachers' Unit Study Guide Material" (John McLellan); "Summarising the Literature on Readability" (Marianne Tremaine); "Readability Formulas and When to Use Them" (Graham Wagner); "Measuring the Readability of School Textbooks" (Lois Templer); "Applying the Cloze Procedure in Practice" (Diana McRae and Felicity O'Connor); "Ways of Varying the Blanks When Using the Cloze Procedure" (Graham Wagner); "Creating a Context for Understanding and Interpreting Cloze Results" (Marianne Tremaine); "Using the Results from Cloze Testing to Improve Technical Correspondence Institute Assignments" (Nola Holmes); "Correspondence School Courses: A Personal View" (Gilbert Hadfield); "Preparing Courses for the WEA Trade Union Postal Education Service" (Dorothy McGray and Heather Mulholland); "The Production Process for Study Guides at Massey University" (Terry Povey); "Course Development at the Technical Correspondence Institute" (Peter Wilkinson); and "Layout and Legibility of Printed Materials" (Terry Povey). A conference review by Donald Bewley is included. (LMM)

ED 248 954 PS 014 538

Riley, Mary Tom; And Others
PATHS - Providing Appropriate Training in Head Start: A Grantee Guide.
Texas Tech Univ., Lubbock. Inst. for Child and Family Studies.
SPONS. AGENCY- Department of Health and Human Services, Dallas, TX. Region 6.
PUB DATE- 84
NOTE- 177p.
GRANT- H-9912
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Community Involvement; *Cooperation; Early Childhood Education; Guidelines; Models; Needs Assessment; Parent Participation; Postsecondary Education; Preschool Teachers; *Professional Training; *Program Development; Program Evaluation; *Program Implementation; *Rural Urban Differences; *Staff Development; Trainees; Volunteer Training
IDENTIFIERS- Child Development Associate; *Project Head Start

Designed for Head Start grantees, this book provides training guidelines for improving Head Start staff competency. Chapter I offers a rationale for staff training activities, while chapter II characterizes the Head Start trainee. Chapter III addresses assessment of training needs on program and staff levels. The development of a training plan is explained in chapter IV. Chapters V, VI, and VII respectively offer suggestions for designing training to meet the needs of programs located in rural, mid-size, and metropolitan areas. Logistics, or preparation activities, for training events are discussed in chapter VIII, and cooperation in sharing resources is discussed in chapter IX. Chapter X provides assistance in the area of parent training, while chapter XI addresses issues in volunteer training. Guidelines for evaluating the training plan and program are provided in chapter XII. Finally, chapter XIII lists factors contributing to a successful training program. (RH)

ED 248 982 PS 014 608

Children, Youth, and Families in the Southeast. Hearing before the Select Committee on Children, Youth, and Families. House of Representatives, Ninety-Eighth Congress, First Session (Miami, Florida, October 14, 1983).

Congress of the U.S., Washington, DC. House Select Committee on Children, Youth, and Families.

PUB DATE- 84
NOTE- 182p.; Some pages in original document contain small print and may not reproduce well.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 052-070-05939-7, $4.50).
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Adolescents; Battered Women; Child Abuse; *Children; Child Welfare; Disabilities; Discipline; Early Childhood Education; Elementary Secondary Education; Employer Supported Day Care; *Family (Sociological Unit); *Family Problems; Hearings; Hispanic Americans; Immigrants; Parenthood Education; Poverty; Psychotherapy; Runaways; Sex Education; *Social Services; Vocational Education
IDENTIFIERS- Congress 98th; Guardian Ad Litem; Haiti; Juvenile Justice; Missing Children; *United States (Southeast)

Presenting the third of five regional fact-finding committee hearings across the United States, this document includes live testimony and prepared statements from social organizations and state and county offices in Florida, Arkansas, Louisiana, Georgia, South Carolina, and Mississippi. Representatives of these agencies reported their efforts to ameliorate problems in the following areas: (1) missing children; (2) teenage sexual activity and parenting skills; (3) foster care and adoption; (4) health care, shelter, legal protection, and psychological counseling for runaways and abused and neglected children; (5) social services for migrant workers and Haitian and Hispanic immigrants; (6) day care, health care, and training to break the cycle of poverty for women and children receiving public aid; (7) ineffective vocational training and high corporeal punishment, suspension and drop-out rates in schools; (8) the prevention of learning and physical disabilities through improved prenatal care (especially for first pregnancies) and screening and health care for infants at risk and preschool children; (9) legal aid and alternatives to formal court proceedings and detention for juvenile offenders; (10) preventing family violence and helping its victims; and (11) improving medical treatment by including psychological evaluations of patients. Information and statistics are provided about these problems in cities, counties, and states in the Southeast. Committee members asked for further details about these problems and the funding and organization of specific social programs. A day care center operated by a hospital for its employees is also described in detail. (CB)

ED 249 024 RC 014 969

Bane, William; Goodluck, Charlotte
American Indian Youth Resource Guide.
Denver Univ., CO. Region VIII Family Resource Center.
SPONS. AGENCY- Children's Bureau (DHHS/OHS), Washington, DC.
PUB DATE- Sep 84
NOTE- 40p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- American Indian Reservations; *American Indians; Community Resources; *National Organizations; Organizations (Groups); *Regional Programs; *Resource Materials; *Tribes; Youth; Youth Agencies; *Youth Problems; *Youth Programs
IDENTIFIERS- Region 8

This document was produced by the Family Resource Center, a federally funded project designed to develop and share resources and information on youth services, child abuse and neglect, and child welfare in Region VIII, which includes Colorado, Utah, Wyoming, North Dakota, South Dakota, and Montana. This resource guide contains introductory statistical information on the Indian population and state foster care of Indian children in the region. The major part of the guide lists resources pertaining to services for American Indian youth. The listings in the resource guide pertain to various topic areas, such as strengthening Indian families and youth, strengthening Indian identity, youth participation and development, teen parenting among Indian youth, youth abuse and neglect among American Indians, drug abuse and Indian youth, delinquency and status offenders, runaways, residential treatment facilities, independent living programs and emancipation services, and suicide among Indian youth. Each listing contains names and addresses of national resources, specific Indian programs, contacts in and out of the region, ideas for funding sources, and a bibliography. Six selected youth programs in Region VIII that serve Indian youth are described in the last section of the guide. (ERB)

ED 249 037 RC 014 999

Oversight of the Indian Child Welfare Act of 1978. Hearing before the Select Committee on Indian Affairs, United States Senate, Ninety-Eighth Congress, Second Session on Oversight on the Implementation of the Indian Child Welfare Act of 1978.

Congress of the U.S., Washington, D.C. Senate Select Committee on Indian Affairs.

PUB DATE- 25 Apr 84

NOTE- 438p.; Document contains many pages of small print. For related document, see ED 196 625.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *American Indians; Boarding Schools; *Child Welfare; Elementary Secondary Education; Eligibility; *Federal Aid; *Federal Indian Relationship; Federal Legislation; Government Role; Hearings; Nonreservation American Indians; Program Administration; *Program Evaluation; Program Implementation; Tribal Sovereignty; Tribes

IDENTIFIERS- Bureau of Indian Affairs; Congress 98th; *Indian Child Welfare Act 1978

An oversight hearing on the Indian Child Welfare Act of 1978 was conducted to assess how well the program is running, what improvements can be made in the administration of the program, and whether any modification of the original legislation is necessary. Thirty-one members of the administration and Indian leaders from across the country testified at the hearing, at which Senator Mark Andrews presided, and thirty-three letters or other forms of prepared testimony were submitted on such concerns as: the need for local day schools for American Indians; development of training programs for all resource staff dealing with Indian child welfare on a continuing basis; the failure to establish adequate Bureau of Indian Affairs reporting mechanisms; mechanisms on regard for tribal priority in child welfare; and inconsistencies in the funding formula. Additional testimony cited improvements in cooperation between states and tribes in the delivery of Indian child welfare services and urged continued support and increased funding for Indian child welfare programs. (NEC)

ED 249 078 SE 045 083

McConnell, Mary C.; And Others
Television. Innovations: The Social Consequences of Science and Technology Program.
Biological Sciences Curriculum Study, Boulder, Colo.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
REPORT NO.- ISBN-0-8403-3289-0
PUB DATE- 84
NOTE- 91p.
GRANT- SED-7918968
AVAILABLE FROM- Kendall/Hunt Publishing Company, 2460 Kerper Blvd., P.O. Box 539, Dubuque, IA 52001 ($3.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Advertising; College Science; Higher Education; High Schools; Interdisciplinary Approach; Learning Activities; Science Education; Secondary School Science; *Social Problems; *Technology; *Television; *Television Commercials; Television Surveys; *Television Viewing; *Violence
IDENTIFIERS- Biological Sciences Curriculum Study; Presidential Campaigns; *Science and Society

This module is part of an interdisciplinary program designed to educate the general citizenry regarding the issues of science/technology/society (STS) that have important consequences for both present and future social policies. Specifically, the program provides an opportunity for students to assess the effects of selected technological innovations in order to make intelligent decisions about them. This module, which consists of 13 activities, provides students with opportunities to examine how television affects their daily lives. These activities include critically observing a television program and examining the role of television as a curriculum. Additional activities focus on: children and television; television and presidential campaigns; violence on television; television news; "soap operas;" public television; television and advertising; cable television; living without television; television as a social force; and television in the 1980s. All activities include a list of goals, introductory information, a list of tasks to be accomplished, discussion questions, suggestions for further study and lists of materials needed, new terms, and additional references which students are encouraged to locate and read. Key articles which may be difficult to locate are included in the module. (JN)

ED 249 093　　　　　　　　　　　　SE 045 101

Mathematics Volume II. Student Book. Grade 8.
Seton Hall Univ., South Orange, N.J. Inst. of Far Eastern Studies.
SPONS. AGENCY- Department of Education, Washington, DC.
REPORT NO.- ISBN-0-89857-265-7
PUB DATE- Jun 83
NOTE- 201p.; Developed by the Asian Bilingual Curriculum Development Center. For Volume I, see SE 045 100.
AVAILABLE FROM- Evaluation, Dissemination and Assessment Center, Lesley College, 49 Washington Ave., Cambridge, MA 02140.
LANGUAGE- Chinese
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Bilingual Education; Computation; *Decimal Fractions; *Fractions; Grade 8; Junior High School Students; Mathematics Curriculum; *Mathematics Instruction; Number Concepts; Percentage; Ratios (Mathematics); Secondary Education; *Secondary School Mathematics; *Textbooks

This mathematics textbook was developed especially for use in bilingual education classes for children of Chinese immigrants, new to this country, who have not had a chance to learn English yet. While it provides children with an opportunity to study mathematics in their own language, examples and exercises are designed to help students become familiar with the American way of life. A special feature is the emphasis on the achievements of Chinese scholars in the field of mathematics, to help students attain pride in their heritage. The text can purportedly be used in a variety of ways to suit the needs of a particular learning situation. Simple and humorous examples are incorporated, and capturing students' interest is attempted by the manner of presentation. The mathematical content includes fraction ideas and operations, operations with decimals, ratio and proportion, and percent, including interest. (MNS)

Spring Birds. A Spring Activity Packet for First Grade.
Jackson Community Coll., MI. Dahlem Environmental Education Center.

SPONS. AGENCY- Department of Education, Washington, DC. Inst. of Museum Services.
PUB DATE- 82
NOTE- 37p.
GRANT- G008103172
AVAILABLE FROM- Dahlem Environmental Education Center, Jackson Community College, 7117 South Jackson Rd., Jackson, MI 49201.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Animals; Art Activities; *Elementary School Science; *Environmental Education; *Field Trips; Grade 1; Interdisciplinary Approach; Language Arts; Learning Activities; *Ornithology; Outdoor Activities; Primary Education; *Science Activities

This instructional packet is one of 14 school environmental education programs developed for use in the classroom and at the Dahlem Environmental Education Center (DEEC) of the Jackson Community College (Michigan). Provided in the packet are pre-trip activities, field trip activities, and post-trip activities which focus on the characteristics of spring birds. Strategies for using these activities with first grade students are also provided. The pre-trip activities include a role playing exercise, investigations of chicken eggs and bird adaptations, and methods to sharpen the sense of hearing. Activity sheets and a letter to parents explaining the purpose of the program are included. Activities at the DEEC involve watching birds, looking for bird nests/holes, and listening to bird songs. (These and other activities and lists of formal and non-formal field trip objectives are provided in a separate field trip guide.) The post-trip activities (with related activity sheets) include studying birds at school and at home, making birdfeeders, and making drawings of birds. Additional bird-related art activities are suggested. The activities provide opportunities for students to practice skills in classifying, comparing, cooperating, and communicating during science, language arts, and art lessons. (JN)

Clausen, A. W.
Economic Growth and Development .
PUB DATE- 24 Sep 84
NOTE- 22p.; Address delivered before the Board of Governors of the World Bank and International Finance Corporation (Washington, DC, September 24, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Developed Nations; *Developing Nations; *Economic Development; Financial Policy; Financial Support; Futures (of Society); *Global Approach; *International Cooperation; International Programs; International Trade; Investment; Loan Repayment; Population Growth; Program Descriptions; World Problems
IDENTIFIERS- Africa (Sub Sahara); Third World; *World Bank

Recent efforts of the World Bank to improve global economic problems are described, issues which will influence the role of the World Bank in the decade to come are discussed, and the Bank's future role is examined. Recent World Bank efforts to help developing nations include a lending program, project investments, analytical and advisory work, the encouragement of private investment, and the expansion of its co-financing approaches. Certain key issues will affect the Bank's future role. For example, the differing performances and prospects of the developing nations must be taken into account when framing international cooperative strategies. Other issues include the amount of commercial lending to Third World countries, difficulties faced by the heavily-indebted nations, international trade policies, and population growth. In the future, the Bank will support efforts to implement multi-year payment strategies for heavily-indebted countries, assure low-income countries a steady flow of external capital, and support adjustment efforts for middle-income nations through investment financing, economic analysis and dialogue, and lending. The Bank's most recent plan to help Sub-Saharan Africa is described. (RM)

ED 248 795 HE 017 660

Brown, Sylvia T.
Leadership and Management Competencies Needed by Neophyte Nurses.
PUB DATE- 84
NOTE- 40p.; For related document, see HE 017 661.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Responsibility; Administrators; College Faculty; College Graduates; *Education Work Relationship; Higher Education; Hospital Personnel; *Leadership Qualities; *Management Development; *Nurses; Participant Satisfaction; Questionnaires; *Skill Development
IDENTIFIERS- North Carolina

The management and leadership competencies that neophyte nurses need for nursing jobs were studied. Additional objectives were: to determine whether nurse educators, nursing service administrators, and neophyte nurses agreed on the leadership competencies; to determine neophyte nurses' perceptions concerning the adequacy of their schooling in developing leadership management skills; and to determine if neophyte nurses perceived that their employing institutions adequately assisted them in acquiring and/or developing the leadership/management skills required. The sample consisted of 105 recent, baccalaureate-level, nursing graduates; 75 baccalaureate nurse educators; and 49 hospital nursing administrators, all from the state of North Carolina. The study questionnaire focused on 84 competencies in the areas of planning, organizing, staffing, directing, and controlling. Relatively high agreement among the three groups of nursing personnel was found concerning the importance of the 84 competencies. Approximately 65 percent of the neophyte nurses rated basic preparation as adequate, while about 62 percent rated employer assistance as adequate. Responses indicated that more emphasis on planning competencies was needed. Questionnaire items and response data are included. (SW)

ED 248 853 IR 011 302

Robertson, William D.; And Others
A Consortium for Educational Audio Teleconferencing in British Columbia.
PUB DATE- Apr 84
NOTE- 8p.; Paper prepared for the International Teleconference Symposium (Toronto, Canada, April 3-5, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Consortia; *Cooperative Programs; *Delivery Systems; Distance Education; Foreign Countries; *Institutional Cooperation; Pilot Projects; Postsecondary Education; *State Programs; Teaching Methods; *Teleconferencing
IDENTIFIERS- *British Columbia; Canada

An informal consortium was formed in 1983 by five postsecondary educational institutions and the educational television authority in British Columbia to cooperate in using audio teleconferencing for course delivery, and to conduct a pilot project between September 1983 and May 1984. The consortium members (Simon Fraser University, British Columbia Institute of Technology, the Open Learning Institute, the University of Victoria, and the University of British Columbia) have pooled audio teleconferencing equipment, staff, and facilities to improve province-wide services and to reduce operating costs. Each institution operates independently, confirming only that equipment and facilities are available. The choice of programs and how the teleconferencing is used by an instructor varies among institutions. Use of audio teleconferencing as a delivery mode has risen sharply since September 1983, with the greatest use being in continuing professional education, often in cooperation with professional societies. The results of teleconferencing activities since the inception of the consortium have been encouraging, and the consortium anticipates an expansion of the system from its present 23 sites to 35 in 1984/1985 and continued expansion by a minimum of 25% in hours of use by June 1985. A map showing the locations of British Columbian teleconferencing centers is included. (Author/LMM)

ED 248 867 IR 011 319

Taitt, Henry A.
TLC for Growing Minds. Microcomputer Projects. Advanced Projects for Adults.
REPORT NO.- ISBN-0-88193-126-8
PUB DATE- 83
NOTE- 49p.; Reproducibility may be limited due to use of colored paper throughout the document. For related documents, see IR 011 306-311, IR 011 314-316, and IR 011 318.
AVAILABLE FROM- Creative Learning Association, Inc., RR#4, Box 330, Charleston, IL 61920 ($9.95 per copy; quantity discounts available).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- Adult Education; *Computer Graphics; *Computer Science Education; Computer Software; Input Output Devices; Instructional Materials; *Learning Activities; *Microcomputers; Problem Solving; *Programing; Programing Languages; Secondary Education
IDENTIFIERS- *BASIC Programing Language; Computer Games

Designed to improve students' thinking, learning, and creative skills while they learn to program a microcomputer in BASIC programing language, this book for advanced learners at the high school/adult level provides a variety of microcomputer activities designed to extend the concepts learned in the accompanying instructional manuals (volumes 3 and 4). These activities require students to apply those concepts to challenging problems which need original and creative solutions. Each activity includes introductory information; a program to enter, run, and observe; and challenges to change or use the program. Projects include creating or modifying programs that will create and sum random numbers; print all combinations of two letters; calculate the cost of a telegram; produce three- and four-letter words; use a binary counting system; produce a seating chart; convert hexadecimal numbers into decimal numbers and vice versa; save a set of data using a database; display one of six groups of data; accept letters as input but display numbers on the screen; alphabetize groups of words; draw a simple spaceship; display a birthday message; create a personal logo and a fancy title page that allows easy change of the date and the program names; and check ISBN numbers. (LMM)

ED 248 926 JC 840 519

Rossman, Neil

Value, Freedom and Transformation: Some Reflections on the Place of Value in the Teaching of Philosophy.

PUB DATE- Nov 84
NOTE- 12p.; Paper presented at the Eastern Division Conference of the Community College Humanities Association (Secaucus, NJ, November 1-2, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Community Colleges; *Course Content; *Course Objectives; *Philosophy; Program Descriptions; Two Year Colleges; *Values Clarification; *Values Education
IDENTIFIERS- *City University of New York La Guardia Comm Coll; Self Awareness

Values and value awareness are central dimensions of the philosophy program at LaGuardia Community College. The broad and fundamental values of the program include the development of self-awareness, the recognition and overcoming of confusion and alienation, and the emergence of clarity and integration. Philosophy (seen as the process of critical reflection, capable of examining any aspect of experience while maintaining the integrity, rigor, and systematic nature of the enterprise) can help students explore life experience by means of "life concepts," such as freedom, morality, sociality, religiousness, and love. Analyzing these concepts forces students to become aware of the concepts' abstract and experiential dimensions and the affective and non-reflective nature of their own values. The centerpiece of philosophical analysis conceived as the exploration of life experience is the careful opening up of values, so that students come to acknowledge what their values are and begin to reflect upon and evaluate them. In opening up value analysis, it is most effective to raise particular problems and let students respond, revealing what values are held explicitly and implicity. One of the most difficult aspects of employing this method is getting students to recognize it as a method--a slow, patient, systematic analysis of a dimension of experience. Therefore the introductory course in LaGuardia's philosophy program introduces students to the method, while advanced courses such as Ethics and Philosophy of Religion focus on particular aspects of life experience. (LAL)

ED 248 940 JC 840 538

Spargo, Frank R.; Gaylord, Thomas A.
University of Alaska 1984 Statistical Summary.
Alaska Univ., Fairbanks.
PUB DATE- 15 Aug 84
NOTE- 201p.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110)
DESCRIPTORS- College Faculty; College Programs; *College Students; Community Colleges; *Educational Finance; Enrollment; *Extension Education; *Institutional Characteristics; Institutional Research; Majors (Students); Postsecondary Education; *Rural Education; School Statistics; State Surveys; Statistical Data; *Two Year College Students; Universities
IDENTIFIERS- *Alaska

Designed to inform decisions about the University of Alaska's (UA's) budget, direction, scope, and academic thrusts, this report provides statewide, unit, and campus data for the two- and four-year colleges in the university system. First, a systemwide summary offers information on finances, enrollments, student loan program participation, faculty, and expenditures. Following a statistical profile of Anchorage Community College, the next section provides data on statewide Community College, Rural Education, and Extension (CREE) programs and services. Composite data on the community college, educational centers, and rural education programs making up the CREE institutions are followed by data on the individual CREE units. The next section provides information on statewide programs and services with respect to staffing, expenditures, and research efforts. Finally, statistical profiles are provided of UA/Anchorage, UA/Fairbanks, and UA/Juneau. (LAL)

ED 249 010 RC 014 917

Schweitzer, H. J.
Factors Related to Discontinuing a Church Leadership Program after Fifty Years of Commitment.
PUB DATE- 24 Aug 84
NOTE- 9p.; Paper presented at the Annual Meeting of the Rural Sociological Society (College Station, TX, August 24, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Church Role; *Clergy; Continuing Education; *Extension Education; Higher Education; History; Land Grant Universities; *Lay People; *Leadership Training; Program Descriptions; Program Length; *Rural Population; School Community Relationship; School Role; State Programs
IDENTIFIERS- Cooperative Extension Service; *Program Discontinuance; *University of Illinois

The University of Illinois College of Agriculture and Extension Service's 50-year commitment to a church leadership program for rural clergy was discontinued in 1980 because of changes in both rural religious structures and the College. The Church and Community Institute Committee voted in May, 1980, to disband while requesting that the University and interested Committee members seek means for providing continuing education for clergy and community leaders. Several factors probably contributed to the decision to disband: changes in denominational practices regarding rural churches made it difficult to keep clergy represented on the Committee; emphasis on broader societal issues took faculty out of their fields of expertise and more into "brokerage" positions; continuity of Extension leadership was hindered by faculty changes. Other factors were disagreement on the focus of the institute and lack of an adequate budget. Work with rural pastors originated in the 1920s and early 1930s when the College held educational meetings for farmers and other rural people dealing with the severe adjustments occurring in agriculture and rural communities; key persons perceived a need for the College to provide an opportunity for rural clergy and lay leaders to meet to discuss rural church/community concerns. (BRR)

ED 248 740 HE 017 428

Improving University Teaching. Volume IV: Proceedings of the International Conference (9th, Dublin, Ireland, July 6-9, 1983).

Maryland Univ., College Park. Univ. Coll.; National Inst. for Higher Education, Dublin (Ireland).
PUB DATE- Jul 83
NOTE- 482p.; For related documents, see HE 017 426-427. Document contains light, small type.
AVAILABLE FROM- University of Maryland, University College, University Boulevard at Adelphi Road, College Park, MD 20742 ($35.00 for four volumes).
LANGUAGE- English
EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Administrative Organization; Administrators; Case Studies; *College Instruction; Communication Skills; *Computer Assisted Instruction; Computer Literacy; Educational Technology; Educational Television; Faculty Development; Faculty Evaluation; Higher Education; Liberal Arts; Microcomputers; *Professional Development; Remedial Instruction; Social Influences; Student Development; *Student Evaluation of Teacher Performance; Teacher Effectiveness

Proceedings of the ninth international conference on improving university teaching, whose theme was "The Social Dimensions and Demands of Teaching and Technology," are presented. Texts of more than 40 papers are included. These papers were offered in seminars in the following categories: (1) Non-Traditional Methods and Settings for Teaching the Liberal Arts: Three Case Studies; (2) What We Have Learned from Our Successes and Failures in Computer-Assisted Instruction; (3) How Colleges and Universities Evaluate Professors; (4) Improving Student Performance through Automated Feedback Systems on Mainframe and Microcomputers; (5) Studies of University Lecturing; (6) Motivating Faculty in a Time of Adversity; (7) Video in Higher Education; (8) University Organization: Opportunity and Enrichment; (9) Research on Student Learning; (10) Being Sensitive to Student Responses to Computers in Courses; (11) Partnership in Professional Development; (12) The Development and Impact of Educational Television upon University Teaching and Organization: A Case Study Approach, United States, United Kingdom, Northern Ireland; and (13) Academic Work and Community Projects. (LB)

ED 248 781 HE 017 646

Department of Education's College Construction Loan Programs. Hearing before a Subcommittee of the Committee on Government Operations. House of Representatives, Ninety-Eighth Congress, Second Session.

Congress of the U. S., Washington, D. C. House Committee on Government Operations.

PUB DATE- 15 May 84

NOTE- 276p.; Some pages may not reproduce well due to small print.

LANGUAGE- English

EDRS Price - MF01/PC12 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *College Buildings; *College Housing; *Construction Programs; Dormitories; *Educational Facilities Improvement; Facility Expansion; *Federal Aid; Government School Relationship; Hearings; Higher Education; Institutional Evaluation; *Loan Repayment; Money Management; Program Administration

IDENTIFIERS- Academic Facilities Loan Program; Audits; College Housing Loan Program; *Debt (Financial)

This document records the hearing of a Subcommittee of the House on its 3-month investigation of the College Housing Loan Program and the Academic Facilities Loan Program, which are administered by the Department of Education. These programs have awarded about $5 billion in loans to finance the construction of dormitories, dining halls, student unions, and other campus buildings. The loans have been made at an interest rate of around 3 percent spread over 30 to 40 years for each borrower. The majority of the loans--4.5 billion dollars worth--were made for college housing. Attention is directed to ways in which effective and efficient management of programs can be achieved. General Accounting Office audits of the Department of Education's management of the program have found the programs to be mismanaged, and the Department of Education to be lenient to colleges that have defaulted on their loans, which was confirmed by the Subcommittee's investigation. Included in this hearing are the Department of Education's audits of 10 institutions that had loans in default. Problems were found in billing and collection, loan security and controls, program regulations, staff utilization, and audit and inspection fees. Six of these 10 institutions were also in default on academic facilities loans. The hearing also includes letters and statements of Department of Education officials (Edward M. Elmendorf, Ronald Kimberling, and Mitchell L. Laine); as well as a paper entitled "Public Policy Debt Deferment for Higher Education Facilities Loans," written by Joseph P. O'Neill to attendees of a meeting sponsored by the Conference of Small Colleges, February 22, 1982 (minutes are included). (SW)

Nichols, Susan K., Ed.; And Others

Museum Education Anthology. Perspectives on Informal Learning: A Decade of Roundtable Reports.

Museum Education Roundtable, Washington, DC.

PUB DATE- 84
NOTE- 253p.
AVAILABLE FROM- American Association of Museums, 1055 Thomas Jefferson Place, N.W., Washington, DC 20007.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Facilities; Exhibits; Indexes; *Museums; *Program Descriptions; Program Development; Program Implementation; *Teaching Methods
IDENTIFIERS- *Informal Education; *Roundtable Reports

This 45-paper anthology presents an overall picture of 1973-1983 writings in Roundtable Reports, the quarterly journal of Museum Education Roundtable. Thirty-five of the articles appeared in previous Roundtable Reports, while some are new articles that reflect on original articles to provide context and historical perspective. Papers are grouped around seven themes: priming the muse (dealing with the philosophical bases of museum education); a distinctive brand of education; audiences as clients; teaching objects; toward building a profession; and first questions. A complete index to Roundtable Reports is included, organized by author, institution, volume, and subject. Specific topics discussed include children, curiosity, and museums; learning, play, and fantasy; interpretation from the non-educator's point of view; imagination in teaching; identifying client needs; the adult tour dilemma; constructing a cultural context through museum storytelling; the museum docent; the museum and the visitor experience; evaluating docents; and the roles of attention and curiosity in museum learning. (LMM)

ED 248 898 IR 050 847

Dorr, Ralze W.

The Division of Technical Services. A Study of Its Present Organization and a Proposal for Change. Report on Staff Review and Final Recommendations on Reorganization.

Louisville Univ., Ky. Univ. Libraries.

PUB DATE- 6 Jun 84

NOTE- 49p.; For the original report, see IR 050 846.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Cataloging; *Change Strategies; College Libraries; Higher Education; Library Materials; *Library Personnel; *Library Planning; *Library Technical Processes; Operations Research; Organizational Development; Productivity; Serials; *Staff Utilization

IDENTIFIERS- *University of Louisville KY

This follow-up report combines results from a staff review process and final recommendations of the Acting Director for the reorganization of the Division of Technical Services at University of Louisville in Kentucky. The report is divided into two sections: "Report on Staff Review" and the "Final Recommendations on Reorganization by the Acting Director, Division of Technical Services." Staff input was solicited at three points in the planning process: in preparing detailed flowcharts prior to beginning the study of the existing organization; in providing information during the study of the flowcharts; and in pointing out perceived weaknesses in the existing organization prior to the drafting of alternative models for a new organization. The first section of the report groups issues raised by the staff in the following categories: collection development, acquisitions department, copy cataloging, bibliographic control, and serials department. In the second section the Acting Director recommends changes, additions and/or modifications to be made to the plan of reorganization presented in the original report. The recommendations are organized by collection development, acquisitions, cataloging, and serials. The submission of this report to the University Librarian concludes the planning phase of the study of the technical services organization begun in March 1983. (THC)

ED 248 912 JC 840 494

Master Plan for the Introduction of High Technology Instructional Programs. Office of Instruction Report No. 82-1.

Los Angeles Trade Technical Coll., Calif.

PUB DATE- 10 May 82
NOTE- 72p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College School Cooperation; Community Colleges; Course Descriptions; *Curriculum Development; Job Training; *Program Development; *Technical Education; *Technological Advancement; Two Year Colleges

This plan for the introduction of high technology instructional programs at Los Angeles Trade-Technical College was designed to help the college meet the staffing needs of local companies for technicians trained in high technology fields. After an introductory discussion of the changing nature of the labor market and its impact on college programs, Chapter I presents an instructional model for high technology programs which includes curriculum programs, programs for foreign students, pre-high-tech programs, instructional contracts, weekend college, and after-school enrichment programs for junior and senior high school students. Special focus is placed on plans for developing a School of Science, Engineering, and Technology, a Computer Center, and a High Technology College Advisory Committee. Chapters II through V present course descriptions, budget projections, and other information on four new programs: High Technology Associate in Science Degree Programs; an Electrical Engineering Technician Technology Program; a Machine Shop Computer-Assisted Manufacturing Technician Technology Program; and a Computer-Aided Design/Computer-Aided Manufacturing Technician Technology Program. Finally, chapter VI explains the support role to be taken by the college's Science-Math Department in the implementation of the high technology program, summarizes the currently offered associate in science degree programs, and lists pre-tech and industry training modules. (HB)

ED 248 968 PS 014 582

Forum for Families: Quality of American Family Life. Hearing before the Subcommittee on Family and Human Services of the Committee on Labor and Human Resources, United States Senate, Ninety-Eighth Congress, First Session (November 18, 1983).

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.

REPORT NO.- S.-Hrg.-98-725
PUB DATE- 84
NOTE- 71p.

LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Adoption; Awards; *Early Parenthood; *Family Life; Family Programs; Hearings; Program Descriptions; *Quality of Life; *Sex Education
IDENTIFIERS- Congress 98th; Great American Family Program

This hearing before the Senate Subcommittee on Family and Human Services of the Committee on Labor and Human Resources celebrates strengths of American families by receiving testimony from seven families participating in one of three panel presentations. The first panel explores both the barriers to adoption and their transcendence by adoptive parents from two families. The second panel deals with how families with teenagers should address the need for sex education and the problems of teenage pregnancy; three families offer testimony. Witnesses participating in the third panel represent the Great American Family Program, a program honoring exemplary American families by giving awards. Award-winning families appearing before the subcommittee were selected on the basis of three criteria: (1) community service, (2) intra-family teamwork, and (3) nurturance of family members. Also included in the report are a Presidential document establishing November 20-26 as National Family Week, a Senate joint resolution designating that same week as National Adoption Week, correspondence concerning special-needs tax deductions, written statements of adopted children, and a statement made by the president of the American Family Society. (RH)

ED 248 996 PS 014 633

Smith, Christine Ciensczyk
Television vs. Your Child's Mind.
PUB DATE- 78
NOTE- 38p.
AVAILABLE FROM- Pamphlet Publications, P.O. Box 335, Centerville, OH 45459 ($3.29, plus $1.00 shipping; discount on quantity orders).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Achievement; *Children; Ethnic Stereotypes; Parent Education; *Parenting Skills; *Personality Development; Programing (Broadcast); Sex Stereotypes; *Social Development; Television Commercials; Television Research; *Television Viewing
IDENTIFIERS- Docudramas; *Materialism

Emphasizing the influence of television on children, this pamphlet explores some of the major criticisms of television and discusses ways parents can help their children get the most out of television. It is argued that the major problem with television is the amount of time that it steals from our lives, time that could be spent in developing intellectual and social skills. Viewing television may also negatively affect school performance by discouraging the development of interpretive skills, problem-solving strategies, the use of the imagination, long attention span, and the desire to read print. Television may also affect personality development by presenting models who reinforce ethnic and sex stereotypes, are prone to use violence, and are rewarded for foolish behavior or the manipulation and deception of others. The materialism promoted by quiz and game shows and commercials may distort social values as well as deceive young children who cannot perceive the true worth of products. Children have to learn to tell fact from fiction; they may find this particularly difficult when viewing docudramas. Guidelines are suggested to help parents who wish their children to avoid these hazards. These include limiting viewing time, discussing and monitoring programs, providing alternative activities, and contacting sponsors and networks to voice opinions about particular programs. (CB)

AAAS Report IX: Research & Development, FY 1985. Intersociety Working Group.

American Association for the Advancement of Science, Washington, D.C.

REPORT NO.- ISBN-87168-265-6; Pub-No-84-1
PUB DATE- 84
NOTE- 287p.
AVAILABLE FROM- American Association for the Advancement of Science, 1776 Massachusetts Avenue, NW, Washington, DC 20036 ($10.00).
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Astronomy; Behavioral Science Research; Biology; *Budgets; Chemical Engineering; Chemistry; Computer Science; *Engineering; Federal Aid; *Federal Programs; *Financial Support; Higher Education; Mathematics; Oceanography; Physics; *Research and Development; *Sciences
IDENTIFIERS- Materials Science; National Science Foundation

Part I of this report consists of the American Association for the Advancement of Science overview of research and development (R&D) in the fiscal year (FY) 1985 budget and its associated policy issues, together with special analyses of several important topics, such as funding for basic research. A set of overview tables is included. Part II presents seven chapters which review and analyze the proposed R&D budgets of major federal departments and agencies. They include the: Department of Defense; National Science Foundation; National Institutes of Health and Alcohol, Drug Abuse, and Mental Health Administration; Department of Energy; National Aeronautics and Space Administration; Department of Agriculture; and the Environmental Protection Agency. Tables showing details of the R&D budgets of these and several smaller agencies and departments not included in the chapters are provided. Ten chapters presenting cross-cutting analyses of the budgets by scientific and engineering disciplines comprise part III. These disciplines include social and behavioral science research, physics, astronomy, chemistry, atmospheric and oceanic sciences, mathematical and computer sciences, biology, chemical engineering, electrotechnology-related research, and materials science and engineering. Tables with data relevant to these disciplines are included when appropriate. (JN)

ED 249 065 SE 045 070

Brophy, M.; Fryars, M.

Conserving Our Energy. Seychelles Integrated Science. Teacher and Pupil Booklets . Unit 11.

National Inst. of Pedagogy (Seychelles).

SPONS. AGENCY- Ministry of Education and Information (Seychelles).

PUB DATE- 83

NOTE- 47p.; Document contains several pages of marginal legibility. For units 1 through 13 of this series, see SE 045 060-072.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Alternative Energy Sources; Curriculum Development; *Electricity; *Energy; *Energy Conservation; Integrated Curriculum; Junior High Schools; *Science Activities; Science Curriculum; Science Education; *Science Programs; *Secondary School Science; Units of Study

IDENTIFIERS- Energy Education; *Seychelles Integrated Science Program

Seychelles Integrated Science (SIS), a 3-year laboratory-based science program for students (ages 11-15) in upper primary grades 7, 8, and 9, was developed from an extensive evaluation and modification of previous P7-P9 materials. This P9 SIS unit deals with: (1) the importance of energy in students' everyday lives; (2) energy forms and conversions; (3) benefits and costs of electrical energy; (4) alternative energy sources which may be used in Seychelles; and (5) the need to conserve renewable and non-renewable sources of energy. Provided for the unit is a student workbook and a set of teaching notes. The teaching notes include an overview of the SIS program, the general aims of the unit, and a lesson plan for each topic area. Each lesson plan includes a suggested time frame, a list of objectives, a list of equipment needed, and a suggested lesson format. This format includes suggestions for introducing the lesson, instructional strategies (emphasizing procedures for student activities), and evaluation methods. The student workbook includes procedures for completing the unit activities and a list of new words keyed to page numbers in the workbook. (JN)

ED 248 754 HE 017 613

Tebbets, Ruth; Zachrisson, Carl, Jr.
Educating for International Competence: A Curriculum Survey of San Francisco Bay Area Colleges and Universities.
Bay Area and the World, San Francisco, CA.
PUB DATE- 84
NOTE- 73p.
AVAILABLE FROM- Bay Area and the World, 312 Sutter Street, San Francisco, CA 94108.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Curriculum; *College Second Language Programs; *Cross Cultural Training; *Education Work Relationship; Experiential Learning; Foreign Countries; Geographic Regions; Higher Education; *International Education; Questionnaires; School Surveys; *Study Abroad; Undergraduate Study
IDENTIFIERS- *California (San Francisco Bay Area); Chabot College CA; Foothill College CA; *International Competence; Merritt College CA; Mills College CA; San Francisco State University CA; San Jose State University CA; Stanford University CA; University of California Berkeley; University of San Francisco CA; University of Santa Clara CA

The undergraduate curricula of 10 San Francisco Bay Area colleges were evaluated to determine how students are being prepared for an increasingly internationalized world. The Higher Education Foreign Language and International Studies Survey (included as an appendix to this study) was distributed to each institution in the sample. To assess students' preparation for the international work environment, requirements for minimum competence in foreign languages and international studies were examined, along with courses and majors that have substantial international, cross-cultural, or comparative focus. Response of the Bay Area colleges and universities to the internationalization of industry and to the challenge of educating students to work in the world economy was considered by examining enrollments in language courses and courses with a specific area focus as well as innovations or initiatives by relevant departments to strengthen the international curriculum. Off-campus programs that place students in an international setting to live, study, or work were also assessed to determine the practical experience that students obtain in international education. The schools participating in the survey were: Chabot College, Foothill College, Merritt College, Mills College, San Jose State University, San Francisco State University, Stanford University, the University of California at Berkeley, the University of San Francisco, and the University of Santa Clara. (SW)

Cuthbert, Rob
Matrix Management Structures in Higher Education. Coombe Lodge Working Paper. Information Bank Number 1394.
Further Education Staff Coll., Blagdon (England).
REPORT NO.- IBN-1394
PUB DATE- Sep 79
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Administrative Change; *Administrative Organization; *College Administration; College Faculty; College Instruction; Comparative Analysis; Credit Courses; *Departments; Foreign Countries; Higher Education; *Matrices; *Organizational Change; *Staff Role; Teacher Role
IDENTIFIERS- England; *Middlesex Polytechnic (England)

The matrix structure as an alternative to the departmental structure for colleges and universities is discussed, and the matrix system at Middlesex Polytechnic in England is used as illustration. The major impact of the introduction of a matrix structure is its effect on teaching activities within the institution. The matrix structure formally separates the roles of subject leader and course leader. The role of subject leader is to service the courses by providing the teaching staff. The matrix is designed to make the course, rather than the department, the basic unit of organization. Insofar as research in higher education is essentially an individual activity separately funded, the effects of a move from departmental to matrix organization are likely to be slight. For the library, the matrix will mean ending the familiar patterns of contact with departmental representatives. New links must be established with course and subject staff. The matrix may force out into the open difficult decisions over conflicting demands (especially teaching versus research). The following influences on organization structure in higher education are considered: people, technology, coordination, environment, size, dispersion, and tradition. (SW)

ED 248 796 HE 017 661

Brown, Sylvia T.; Martin, Charlotte M.
Contract Learning: A Leadership Experience for the RN Student in a BSN Program.
PUB DATE- 84
NOTE- 13p.; For related document, see HE 017 660. Bibliography may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Bachelors Degrees; *Clinical Experience; College Seniors; Competence; Competency Based Education; Experiential Learning; Higher Education; Knowledge Level; *Leadership Training; *Management Development; *Nursing Education; *Performance Contracts; *Practicums; Skill Development
IDENTIFIERS- East Carolina University NC

An alternate learning experience for senior, baccalaureate-level nursing students enrolled in the Practicum in Nursing Leadership at East Carolina University School of Nursing is described. The major objective of this course is to help students develop leadership skills. During the first half of the semester the students, who are registered nurses, complete a structured leadership experience in an acute care setting. An alternate learning experience utilizing a learning contract is an option for the second half of the semester. The clinical instructor works closely with the student in the implementation of the learning contract. During the 1982-1983 academic year 14 students selected an alternate learning experience as part of their practicum. As part of an evaluation, students indicated reasons for selecting the alternate experience. Several students felt they had gained knowledge/competence in the auditing process, the teaching role, leadership theory, and independence, as well as in nursing care planning, quality assurance, and management theories. Other leadership/management skills attained in the alternate learning experience are identified, along with the 14 learning experiences selected by the participants. A learning contract form is included. (SW)

ED 248 810 HE 017 680

Financial and Program Comparisons of Missouri Public Four-Year Institutions to Peer Institutions. Master Plan III Assessment. Project Report Number Six.

Missouri State Coordinating Board for Higher Education, Jefferson City.

PUB DATE- Apr 84
NOTE- 135p.; For related documents, see ED 241 083, HE 017 676-679.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Programs; Comparative Analysis; *Degrees (Academic); *Expenditure per Student; Higher Education; *Income; Master Plans; *State Colleges; State Universities
IDENTIFIERS- *Missouri; *Peer Institutions; Public Colleges

As part of an evaluation of the Missouri master plan for higher education, data comparing Missouri public four-year institutions with their peer institutions was collected and analyzed. Comparisons were made on the percentage distribution of revenues and expenditures per student over a range of categories. Comparisons were also made on various program characteristics by level and discipline. The distribution of revenues and expenditures of the Missouri institutions over 2 fiscal years was also compared. The peer institutions were selected from a group of peer states. In comparing the Missouri institutions to their peers, it was found that, in general, the peer institutions spent more per student than did the Missouri institutions. While the Missouri institutions tended to spend a larger percentage of their total budgets for instruction, this was compensated for in the majority of the institutions by lower expenditures for research, student aid, and building operation and maintenance. In general, Missouri institutions also awarded a greater percentage of total degrees in the occupational/professional disciplines than did their peers. Missouri institutions had an increase in the percentage of total revenues generateo from tuition and fees, and a decrease in revenues from state and federal aid. (SW)

ED 248 825 HE 017 712

Douglas, Joel M., Ed.
"Yeshivawatch"--Year Five.
City Univ. of New York, N.Y. Bernard Baruch Coll. National Center for the Study of Collective Bargaining in Higher Education and the Professions.
PUB DATE- 84
NOTE- 12p.
AVAILABLE FROM- National Center for the Study of Collective Bargaining in Higher Education and the Professions, Baruch College, CUNY, 17 Lexington Avenue, New York, NY 10010 ($4.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrator Responsibility; *Collective Bargaining; *College Faculty; *Court Litigation; Employment Practices; Faculty College Relationship; Higher Education; *Personnel Policy; Private Colleges; Teacher Responsibility; *Unions
IDENTIFIERS- *National Labor Relations Board v Yeshiva Univ

New court decisions that have claims like the "NLRB v. Yeshiva" case are considered. Excerpts of four cases that have filed Yeshiva-related claims are provided: University of New Haven, Polytechnic Institute of New York, Boston University, and Cooper Union. These four decisions have been characterized as significant defeats for proponents of private sector faculty unionism. Legal approaches taken by faculty unions (i.e., the attempts to distinguish the instant case from the original Yeshiva decision), have proven unsuccessful. The faculty members find themselves classified as managers within the definition of the National Labor Relations Act (NLRA); yet their decisions are mostly advisory and not binding on the administration. Without the protection of the NLRA, the administration is in a position to deal with faculty members individually, thereby providing opportunities for skewing of salaries and promotion in popular departments. A table is included that summarizes 42 "Yeshiva" claims acted upon through September 1984. (SW)

ED 248 839 IR 011 288

D'Alessio, Dave; And Others
The Videogame and the College Student.
PUB DATE- May 84
NOTE- 20p.; Paper presented at the Annual Meeting of the International Communication Association (San Francisco, CA, May 24-28, 1984). Light and broken type may limit legibility.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Cerebral Dominance; College Students; *Games; *Leisure Time; *Mass Media Effects; Media Research; *Sex Differences; *Social Influences; Video Equipment
IDENTIFIERS- *Video Games

College students' activities and personality characteristics associated with video game use were studied using existing theories about the effects of television as a framework. A three-part questionnare was given to 275 students enrolled in introductory communication classes at a large, midwestern university to gather data on: (1) the psychological characteristics of anomie (a feeling of helplessness about the world), introversion, right and left brain properties, altruism, and "mean world" or perception of the world as a malevolent place (chosen because the economic nature of video games ensures that players must lose and that most game environments must be malevolent); (2) participation in a variety of non-scholastic activities; and (3) gender, ethnicity, family income, grade point average, age, class standing, and employment status. Correlation patterns across sexes were very different, indicating that video games serve different functions for males and females. For example, females demonstrated more sharing behavior and showed no cultivation or information processing effects. For males, however, a variety of potential negative impacts exist, including cultivation effects, feelings of anomie, and that the world is a mean place. Nineteen references are listed. (LMM)

ED 248 955 PS 014 541

Norwood, Glenda R.

The Relationship of Health and Nutrition to the Learning Process.

PUB DATE- Jun 84

NOTE- 19p.; Paper presented at the Annual Meeting of the Association for Childhood Education International (Vancouver, British Columbia, Canada, June 22-25, 1984).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- Adolescents; Anemia; Children; Diabetes; Federal Programs; *Health; Hunger; Hyperactivity; Lead Poisoning; *Learning Problems; *Learning Processes; *Nutrition; Obesity

IDENTIFIERS- Food Additives; Protein Deficiency; Protein Excess; Sugar Excess; Vitamin Deficiency

In addition to identifying the causes and physical effects of various nutritional deficiencies, this discussion describes the effects of each deficiency on the learning process. The recommended daily food intake for children and teenagers is also noted. Eight types of nutritional deficiency are discussed in detail: (1) malnutrition (both marasmus--calorie deficiency and kwashiorkor--protein deficiency); (2) protein excess; (3) hyperkinesis (hyperactivity--possibly related to food additives); (4) sugar excess; (5) lead poisoning; (6) iron deficiency; (7) vitamin deficiency; and (8) hunger. Other problems discussed are the effects of not eating breakfast and the effects of increased stress. Finally, some information is given on changes in federal programs that help alleviate nutritional problems of low income children. Parents and health and education practitioners are encouraged to strive to improve children's nutrition. (CB)

ED 249 025 RC 014 973

LaRocque, Emma D.

White Control of Indian "Education."

PUB DATE- Aug 78
NOTE- 68p.; Masters Thesis, University of Manitoba, Canada.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Historical Materials (060) Dissertations/Theses - Master Theses (042)
DESCRIPTORS- *Acculturation; *American Indian Education; *Canada Natives; *Church Role; *Educational History; *Federal Indian Relationship; Human Relations
IDENTIFIERS- Canada

The paper is about White control of Indian education; how Euro-Canadian missionaries and government agents worked hand-in-hand in their relentless attempts to transform Indian people into their own image. The shrill and persistent theme of Euro-Canadians was how best to civilize and Christianize the Indians. Controlled situations in school and in the economy, religious indoctrination and legislation were utilized to facilitate these goals. The pedagogical ends and means of White educators (and other supportive agents) were rooted in their beliefs about "civilization", or lack thereof. Thus, the paper begins with a section on the "ideas of civilization;" then discusses the ethnocentric bases of these ideas, theories and concomitant words which are yet being used by many Canadian scholars. The major portion of the paper surveys the history of White control of Indian education. The survey loosely moves east to west, but spends more time with the west. Chronologically, it spans the entire history of Indian-White contact in Canada, concentrating on the nineteenth century. Under education are sub-sections including Roman Catholic and Anglican efforts, government legislation and how all this affected the Indian people. The paper concludes with the current educational picture, interwoven with examples of Indian resistance to assimilation. (Author/ERB)

ED 249 038 RC 015 001

Barker, Bruce; And Others
One-Teacher Schools in America Today.
PUB DATE- Oct 84
NOTE- 9p.; Paper presented at the Annual Conference of the Rural Education Association (76th, Olympia, WA, October 7-9, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; Educational Facilities; Elementary Education; Enrollment; National Surveys; *One Teacher Schools; Rural Areas; *Rural Education; *Rural Schools; School Community Relationship; School Surveys; *Small Schools; *Teacher Characteristics

Questionnaires returned by 402 of a total of 672 teachers in one-teacher schools surveyed in spring 1984 provided data on these teachers and the students, schools, and communities they served. Findings indicated an estimated 800 one-teacher schools operating in 28 states, with the largest number 385, in Nebraska. Average enrollment was 11 elementary students. Most teachers were female (89%), having taught an average of 12 years, with 4.5 years at their present school. The majority either owned their own homes or rented; in addition, one in every four was provided teacherage by the school district. The typical teacher lived about 10 miles from school, 34 miles from a shopping area, and over 110 miles from the nearest college or university. Almost half of all teachers held bachelor's degrees; 30% were working toward master's degrees. The typical teacher spent almost 6 hours in class daily, with an additional 2 3/4 hours spent grading papers and supervising extra-curricular activities. While only 8.7% received compensation, 68% of teachers were responsible for school custodial work. According to teachers, over 34% of students were high achievers, 51% were average, and 15% were low achievers. Over 70% of school buildings were designed and built as one-teacher schools. Almost 50% of the schools were used by community groups for evening or weekend activities. (NEC)

ED 249 094 SE 045 102

D'Alu, Maria Jose Miranda de Sousa
Matematica 2. Manual do Professor (Mathematics 2. Teacher's Manual).
National Portuguese Materials Development Center, Providence, RI.
SPONS. AGENCY- Department of Education, Washington, DC.
REPORT NO.- ISBN-0-89857-252-5
PUB DATE- Aug 82
NOTE- 207p.; For related documents, see ED 222 371-372, and SE 045 103.
AVAILABLE FROM- Evaluation, Dissemination and Assessment Center (EDAC), Lesley College, 49 Washington Ave., Cambridge, MA 02140 ($8.50).
LANGUAGE- Portuguese
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Answer Keys; Bilingual Education; *Computation; Elementary Education; *Elementary School Mathematics; Geometric Concepts; Grade 2; *Mathematics Curriculum; *Mathematics Instruction; *Number Concepts; *Teaching Guides; Textbooks

This teacher's manual accompanies a mathematics textbook for second graders, written in Portuguese. Developed from objectives set forth by the National Portuguese Materials Development Center, it follows closely the objectives and methodology of major curricula used in schools of the United States. Consideration was given to the Portuguese child's environment, since this factor is felt to exert a definite influence on the learning process. Attention was also placed on the affective domain, as well as on the moral and cultural values of the child. The thirteen chapters deal with: numeration (0-999); addition with and without regrouping; subtraction with and without regrouping; commutative and associative properties; length, time, weight, capacity, and temperature measurements; money; geometric figures, perimeter, and graphs; fractions; multiplication; divisibility; and word problems. For each lesson, the guide presents (in Portuguese): objectives, introduction, activities, sample exercises, practice exercises, review, and evaluation. (MNS)

ED 249 109 SE 045 123

Frogs and Toads. A Spring Activity Packet for Second Grade.

Jackson Community Coll., MI. Dahlem Environmental Education Center.

SPONS. AGENCY- Department of Education, Washington, DC. Inst. of Museum Services.
PUB DATE- 84
NOTE- 34p.
GRANT- G008103172
AVAILABLE FROM- Dahlem Environmental Education Center, Jackson Community College, 7117 South Jackson Rd., Jackson, MI 49201.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Animal Behavior; *Animals; *Biology; Ecology; Elementary School Mathematics; *Elementary School Science; *Environmental Education; *Field Trips; Grade 2; Interdisciplinary Approach; Language Arts; Learning Activities; Outdoor Activities; Primary Education; *Science Activities; Social Studies
IDENTIFIERS- *Amphibians

This instructional packet is one of 14 school environmental education programs developed for use in the classroom and at the Dahlem Environmental Education Center (DEEC) of the Jackson Community College (Michigan). Provided in the packet are pre-trip activities, field trip activities, and post-trip activities which focus on the characteristics and behavior of frogs and toads. Strategies for using these activities with second grade students are also provided. The pre-trip activities include differentiating between amphibians and other animals, identifying frogs and toads, investigating the frog's life cycle, and examining food chains. The indoor and outdoor field trip activities conducted at the DEEC are designed to reinforce the concepts examined in school. These activities (and lists of formal and non-formal field trip objectives) are provided in a separate field trip guide. The post-trip activities include raising tadpoles, investigating amphibian behavior, looking for amphibians near school and home, and completing art exercises. The activities (together with the related activity sheets) provide opportunities for students to practice such skills as sequencing, comparing, classifying, and working cooperatively during science, art, language arts, and social studies lessons. (JN)

ED 249 123   SO 015 886

Jones, Savannah C.
Japan.
Birmingham City Schools, Ala.
PUB DATE- Jul 84
NOTE- 106p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Area Studies; Art Appreciation; *Cross Cultural Studies; Economics; Education; Environment; Family Life; Foreign Countries; Foreign Culture; Geography Instruction; Government (Administrative Body); Instructional Materials; Interdisciplinary Approach; International Relations; Learning Activities; Religion; Secondary Education; *Social Studies; Units of Study
IDENTIFIERS- *Japan

Materials for a secondary level, interdisciplinary social studies course on Japan are divided into introductory information, 14 classroom units, and study and evaluation materials. Introductory material includes lists of objectives and skills, an outline of Japanese history, and an explanation of Japan's name and flag. The units cover the derivation of the Japanese people and language, geography, religion, government, foreign relations, economy, science and technology, environment, transportation and communication, education, family life, Japanese arts, police and criminal justice system, and social customs and rituals. For each unit, resources, objectives, methods, lessons, and a number of student activities are provided. Worksheets are included where necessary. Samples of activities are: practicing Japanese calligraphy, completing maps, writing a research paper, interpreting charts and graphs, visiting a museum of Japanese art, and creating a Japanese garden. A pretest, three tests covering the 14 units, a posttest, a vocabulary guide, and a bibliography conclude the curriculum guide. (LP)

ED 248 854 IR 011 303

Educational Use of New Media in Japan.

Japan Audio-Visual Education Association, Tokyo.; Japan Audio-Visual Informationn Center for International Service, Tokyo.

PUB DATE- 84

NOTE- 38p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143)

DESCRIPTORS- Communications Satellites; *Educational Media; Facsimile Transmission; Foreign Countries; Libraries; *Microcomputers; Museums; *Technological Advancement; *Television; Use Studies; Videodisc Recordings; *Video Equipment; Videotex

IDENTIFIERS- *Japan

A variety of promising new media are considered from the perspectives of their educational effectiveness, major features, and potential for educational utilization. In Part I, three categories of new media are specifically addressed: (1) broadcasting systems--satellite broadcasting, high-definition (high resolution) television, (multiplexed) teletext, still picture television, facsimile broadcasting; (2) closed-circuit/cable systems--closed-circuit/cable television, videotext, integrated service digital neworks, video response systems; and (3) non-electronic delivery systems--videodiscs and the magnetic video camera (MAVICA). Additional media involving cable television systems are also mentioned. A discussion of microcomputers and education in Part II is based on data taken from a 1983 survey of microcomputer procurement and utilization in Japanese schools and in social education facilities such as public halls, libraries, museums, youth education centers, and audiovisual centers/libraries. Twelve examples of microcomputer uses in specific schools and social education facilities are given. (LMM)

ED 248 868 IR 011 322

Kidd, Ross; Byram, Martin
Popular Theatre and Non-Formal Education in Botswana: A Critique of Pseudo-Participatory Popular Education. Working Paper No. 5 (Revised).
Participatory Research Group, Toronto (Ontario).
PUB DATE- Aug 82
NOTE- 40p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Research/Technical (143)
DESCRIPTORS- Adoption (Ideas); Case Studies; Change Strategies; Cultural Activities; *Developing Nations; Foreign Countries; *Nonformal Education; Political Power; *Political Socialization; *Popular Culture; Program Descriptions; *Social Action; Social Status; *Theater Arts
IDENTIFIERS- *Botswana; Freire (Paulo)

Designed to show that highly participatory, engaging, entertaining, and locally understandable communication forms can be used not only to liberate but also to domesticate, this paper presents case studies of several nonformal education projects in Botswana that attempted to follow the approach of Paulo Freire by using popular theatre to encourage participation, raise issues, foster discussion, and promote collective action. Topics include "Laedza Batanani," the first experiment using theater for nonformal education in Botswana; popular theatre and resettlement education; popular theater and Freirian literacy work; and participatory research, puppetry, and appropriate technology. A systematic analysis of the issues involved clarifies earlier writing on the subject which failed to portray some of the key contradictions in this work and tended to mystify the popular base of this activity. Focus is on the pseudo-participatory nature of the program; the involvement of the villagers as actors, audience, and discussion members without allowing popular control over the process; and the direction of change. The dual potential of popular theatre is clarified--i.e., its capacity for authentic popular expression and raising critical class consciousness, and/or for disseminating dominant class ideas and inducing acceptance of the status quo. Fourteen references are listed. (LMM)

ED 248 927 JC 840 521

Forstall, James C.
Survey of Assessment of Basic Skills in Illinois Public Two Year Colleges. Report #99.
Lincoln Land Community Coll., Springfield, Ill.
PUB DATE- Jan 84
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Basic Skills; *Community Colleges; *Educational Diagnosis; *Quantitative Tests; Questionnaires; *Reading Tests; Remedial Programs; State Surveys; Student Placement; *Testing Programs; Two Year Colleges; *Writing Skills
IDENTIFIERS- *Illinois

In fall 1983, a survey was conducted to determine the extent of basic skills assessment of incoming students conducted in Illinois public community colleges. Questionnaires were sent to 50 community colleges, requesting information on the skills assessed, the time of assessment, and the instruments used. Study findings, based on responses from 44 institutions, included the following: (1) 42 colleges assessed reading skills, 36 assessed writing skills, and 41 assessed math skills; (2) at least half of the colleges conducted the skill assessments prior to registration; (3) test scores were used to recommend placement in specific classes by 20 colleges for reading classes, 15 for writing classes, and 21 for math classes; (4) placement in specific classes on the basis of test scores was mandatory at 18 colleges for reading, 16 for writing, and 16 for math; and (5) five colleges assessed English skills, two assessed language use skills, and three assessed English as a Second Language skills. A list of test instruments used, the survey instrument, and a list of responding colleges are included in the study report. (HB)

ED 248 941 JC 840 540

Sprawls, Helen; And Others

The Outside Line: A Conference on Equalizing Educational Opportunities for Homebound People through Audio Teleconferencing (Phoenix, Arizona, May 31, 1984). The Results Can Speak for Themselves.

Rio Salado Community Coll., Ariz.

PUB DATE- 31 May 84
NOTE- 41p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Advising; Community Colleges; Educational Needs; *Homebound; *Home Instruction; Program Descriptions; Program Development; *Special Education; *Teleconferencing; Two Year Colleges

A transcription is presented of a conference sponsored by Rio Salado Community College (RSCC) to provide information on the use of audio teleconferencing to offer live, interactive classes for the homebound. After an introductory statement on RSCC's Homebound Project, Jan Baltzer provides an overview of the SUNDIAL network, RSCC's audio teleconferencing system, and background on the Homebound Project. Next, Helen Sprawls notes the advantages that the program provides for homebound people and the agencies that serve them, and considers the recruitment and public awareness activities undertaken by RSCC. Jan Davie discusses the program advisement aspects of the Homebound Project, which focus on educational planning for credit and non-credit programs, the selection of goal-related courses, the evaluation of past college credits, and referrals to proper program coordinators. In addition, Davie explains the modifications made to accommodate special needs with respect to registration, equipment, textbooks, and testing. Next, Beverly Harker provides a brief overview of the Senior Adult Lifelong Education Programs offered through the Homebound Project. The next section offers accounts of program involvement by representatives of four agencies involved in serving the homebound, three faculty members, and four students. A summary of small group discussions on the potential impact of the program, desired courses, special client needs, and available resources, and a list of conference participants conclude the report. (HB)

ED 248 969 PS 014 583

The Effectiveness of Federal Child and Maternal Health Programs. Hearing before the Subcommittee on Economic Goals and Intergovernmental Policy of the Joint Economic Committee. Congress of the United S[illegible] Ninety-Eighth Congress, First Session.
Joint Economic Com[illegible]ee, Washington, D.C.
REPORT NO.- Senate[illegible]-98-728
PUB DATE 2 Nov [illegible]
NOTE- 55p.
LANGUAGE- English
EDRS Price - MF01/P[illegible]03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Block Grants; *Children; Exceptional Persons; *Federal Programs; Financial Support; *Health Programs; Hearings; Infant Mortality; Low Income Groups; *Mothers; *Program Effectiveness
IDENTIFIERS- Congress 98th; Medicaid; Social Security Act Title V

Hearings were conducted in November of 1983 to ascertain the impact of specific governmental spending cuts on maternal and child health care. Testimony before the Subcommittee on Economic Goals and Intergovernmental Policy included (1) a summary of findings of a forthcoming report on the world economic crisis and children, which focused specifically on conditions in the United States; (2) a discussion of Title V of the Social Security Act, including subsections on block grant services for pregnant women and newborns, children, and handicapped children, and discussing genetic services for families; and (3) an examination of reasons for being concerned about the health status of children living in poverty and an analysis of the ways Medicaid has helped poor children. (RH)

ED 248 983 PS 014 610

Who Bears the Burden? Black Children in America: Impact of the
President's FY '85 Budget Proposals.
National Black Child Development Inst., Inc., Washington, D.C.

PUB DATE- 84
NOTE- 72p.
AVAILABLE FROM- National Black Child Development Institute, 1463 Rhode Island Avenue, N.W., Washington, DC 20005 ($5.75).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adoption; *Black Youth; *Budgeting; Child Welfare; Compensatory Education; Day Care; *Federal Programs; *Financial Support; Foster Care; Government Role; Health; Nutrition; *Retrenchment; *Social Services
IDENTIFIERS- Aid to Families with Dependent Children; Food Supplements; Prenatal Care; Project Head Start

Emphasizing the effects of changes in social policy on black children, this report describes the federal administration's proposed and completed funding for social programs for fiscal years 1982-85 and outlines strategies for those interested in affecting program policy. Social programs are grouped under three main headings: (1) health and child nutrition, (2) education and Head Start, and (3) family supports. Each of these sections begins with a short fictional vignette of a black family in need of services. Each section also describes the programs in detail, traces administrative and congressional actions on these programs in fiscal years 1982-84, and discusses the President's funding proposals for fiscal year 1985 and their projected impact. Statistics are given on the participation of black women and children in these programs and on the decline in the numbers served due to budget cuts. The report concludes with a discussion of different avenues that individuals can take to influence public policy. These include developing telephone strategies, writing letters to congressional representatives, taking budget surveys, and involving the community in discussing these issues. Two appendices provide a description and history of 12 federal social service programs that affect children and a glossary of terms used in discussing the federal budget. (Author/CB)

ED 249 011 RC 014 918

Flora, Cornelia Butler; Stitz, John
Productive and Reproductive Work on the Family Farm: Changes Among Ethnic Groups in Ellis County, Kansas.
PUB DATE- Aug 84
NOTE- 25p.; Paper presented at the Annual Meeting of the Rural Sociological Society (47th, College Station, TX, August 22-25, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; *Change; Cultural Influences; Daughters; *Ethnic Groups; Ethnic Studies; Farmers; Farm Labor; *Females; Rural Environment; Rural Family; *Rural Farm Residents; *Sex Role; Social Change; *Social History
IDENTIFIERS- German Americans; *Kansas (Ellis County); Russian Americans

This report is based on data obtained from historical documents, quantitative analysis of state agricultural censuses for 1885, 1895, and 1905, and interviews with farm women of Volga and German heritages, aged 14 to 87. The participation of women in wheat-based farming systems in Ellis County, Kansas, is examined as related to the ethnic background of the farm families and changing land tenure patterns of the area. In addition to childbearing, women settlers engaged in subsistence activities (gardening, sale of eggs, butter and cream), hired out for domestic work, and collected bones and chips from buffalo and cattle for sale to fertilizer companies. Because daughters assisted with subsistence activities and/or were sent to work in town as household help, increase in number of daughters was significantly correlated with increase in farm size. For both ethnic groups, participation in subsistence production reduced female educational opportunities. Today, male interests still dominate, but there are more choices available for farm children. Children's choices, in turn, limit choices of the mother. Women continue as gap fillers and shock absorbers. Farm women still identify themselves as such. Like their ancestors, daughters leave the farm when possible. Women continue to garden, raise poultry, and milk cows, but more as a hobby, a way of seeking self-fulfillment, rather than because of economic necessity. (NEC)

ED 249 053 SE 044 898

Major Facilities for Materials Research and Related Disciplines.

National Academy of Sciences - National Research Council, Washington, DC. Commission on Physical Sciences, Mathematics, and Resources.

SPONS. AGENCY- Department of Energy, Washington, D.C.; National Science Foundation, Washington, D.C.

PUB DATE- 84

NOTE- 88p.

GRANT- DE-FG01-84ER45062; DMR-8408982

AVAILABLE FROM- Major Materials Facilities Committee, Commission on Physical Sciences, Mathematics, and Resources, National Research Council, 2101 Constitution Ave., NW, Washington, DC 20418.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Biology; Chemistry; College Science; Earth Science; *Facility Improvement; *Facility Planning; Higher Education; Industry; *Instrumentation; Medicine; Physics; Policy; *Science Equipment; *Science Facilities; Science Laboratories; *Scientific Research

IDENTIFIERS- Federal Laboratories; *Materials Science; National Science Foundation

This report presents priorities for new facilities and new capabilities at existing facilities with initial costs of at least $5 million. The new facilities in order of priority are: (1) a 6 GeV synchrotron radiation facility; (2) an advanced steady state neutron facility; (3) a 1 to 2 GeV synchrotron radiation facility; and (4) a high intensity pulsed neutron facility. The new capabilities at existing facilities in order of priority are: (1) centers for cold neutron research, incorporating guide halls and instrumentation; (2) insertion devices on existing synchrotron radiation facilities; (3) an experimental hall and instrumentation at the Los Alamos National Laboratory pulsed neutron source; (4) upgrading of the National Magnet Laboratory; and (5) enriched pulsed neutron targets. The context of these recommended priorities is given in an executive summary, and more fully set out in the report's three chapters. Chapter I describes the nature and purpose of materials research and the status of several major research facilities in the United States and other countries. Chapter II outlines the research that has been done with existing facilities and that will be facilitated with the proposed new installations. Chapter III offers a fuller rationale for the priorities, briefly analyzes costs, and surveys facilities considered but not included in the priorities. (JN)

ED 249 079 SE 045 084

Uno, Gordon E.; And Others
Investigating the Human Environment: Land Use.
Biological Sciences Curriculum Study, Boulder, Colo.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
REPORT NO.- ISBN-0-8403-3318-8
PUB DATE- 84
NOTE- 110p.
AVAILABLE FROM- Kendall/Hunt Publishing Company, 2460 Kerper Blvd., P.O. Box 539, Dubuque, IA 52001.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Community Colleges; *Decision Making; *Economic Factors; *Environmental Education; High Schools; Interdisciplinary Approach; *Land Use; Learning Activities; Physical Environment; *Public Opinion; *Social Influences; Use Studies
IDENTIFIERS- Biological Sciences Curriculum Study

This book, designed as a 7-week instructional module for high school and community college students, uses case studies and independent investigations to emphasize the transdisciplinary nature of land use questions. In addition, the program focuses on the development of independent thought, a healthy skepticism, and problem-solving skills that lead to good decisions. The module consists of an introduction (presenting photographs which illustrate various land uses and issues) and four units. Activities and readings in the first three units examine public opinion, past and present land uses, and factors influencing land use. The last unit requires that students select and organize a land use issue for study, collect and analyze data related to their study, and present and evaluate alternatives. A list of resources, information on using the library, and information on writing a report are included in appendices. A glossary of key terms is also provided. (JN)

ED 248 741 HE 017 463

Fincher, Cameron
Self-Assessment Report: The Doctoral Program in Higher Education at the University of Georgia.
Georgia Univ., Athens. Inst. of Higher Education.
PUB DATE- 83
NOTE- 29p.
AVAILABLE FROM- University of Georgia, Institute of Higher Education, Athens, GA 30602.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Alumni; *Doctoral Programs; Education Work Relationship; *Graduate School Faculty; Graduate Students; Graduate Surveys; Higher Education; *Postsecondary Education as a Field of Study; Program Evaluation; *Self Evaluation (Groups); Student Characteristics; Teacher Characteristics

Results of a self-assessment of the doctoral program in higher education at the University of Georgia are presented. The Graduate Program Self-Assessment Service questionnaires were administered to 43 graduates, 12 currently-enrolled graduate students, and 14 faculty members. Areas of assessment for the graduates included: average number of years since graduation, type of employment, productivity, and reasons for earning the doctorate. For currently-enrolled students, concerns were: ethnic background, current jobs, preferred job activity, financial aid, grade point average, and number of years since receiving the undergraduate degree. Areas of concern for faculty included academic rank, full- versus part-time employment, highest degree held, time spent in instructional and noninstructional tasks, and time since receiving the doctoral degree. Faculty, student, and alumni ratings were also obtained on: the learning environment, scholarly excellence, quality of teaching, faculty concern for students, the curriculum, departmental procedures, available resources, student commitment/motivation, student satisfaction, student assistantships, departmental performance, faculty work environment, dissertation experiences, and faculty research and professional activities. (SW)

ED 248 769 HE 017 634

Feringer, F. Richard; Jacobs, Edward
A Three Parameter Model for Planning, Monitoring and Evaluating Human Services Field Experience. EDIC Monograph.
EDIC Associates, Omaha, NE.
PUB DATE- 84
NOTE- 34p.
AVAILABLE FROM- EDIC Associates, 799 Chuckanut Shore Rd., Bellingham, WA 98226 ($5.00, quantity discounts).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Standards; College Students; Educational Planning; *Education Work Relationship; Experiential Learning; *Field Experience Programs; Helping Relationship; Higher Education; *Human Services; *Internship Programs; *Job Skills; Models; *Professional Education; Program Evaluation; Student Evaluation

A model for planning, monitoring, and evaluating human service internships and field experiences is described. The model is organized around work roles and can easily be adopted for general job evaluation beyond intern placements. Since the curriculum should contain the generalists' skills plus specialized skills representative of defined job positions, the paradigm would retain presently defined generic knowledges and skills and permit identification of job specializations. The model contains three taxonomies: client types, institution types, and work role or job types. Client types are intended to differentiate human services clients into major categories of personal problems for which help is provided. Institutions include hospitals, outpatient facilities, group homes, activity centers, education institutions, and penal settings, while job types include administration, planning, counseling, education, and outreach services. Another feature of the model is to identify specialized skills required by the job type. Finally, provisions are made for recording the basic data regarding intern identification, evaluator identification, and total numbers of hours of training. Attention is also directed to field experience training standards and implications for certification. (SW)

Manese, Jeanne E.; And Others
Characteristics of Undergraduate International Students. Research Report 6-83.
Maryland Univ., College Park. Counseling Center.

PUB DATE- Jun 83
NOTE- 18p.
AVAILABLE FROM- University of Maryland, Counseling Center, College Park, MD.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Foreign Students; Higher Education; Institutional Research; Occupational Aspiration; State Universities; *Student Attitudes; *Student Characteristics; Student Needs; *Undergraduate Students
IDENTIFIERS- *University of Maryland College Park

Characteristics and attitudes of 96 incoming foreign undergraduate students at the University of Maryland, College Park (UMCP), were surveyed in the fall of 1982. Based on questionnaire responses, information was obtained on students' backgrounds, perceptions, goals, needs, and lifestyle. The data showed that a majority of the students were from South or East Asia, and that male students slightly outnumbered female students. Overall, the incoming foreign students had fairly strong academic backgrounds and anticipated a positive experience at the university. They ranked UMCP highly, most frequently citing a good academic reputation as the primary reason for choosing to attend UMCP. Investigative occupations were indicated by the majority of students as present occupational goals. Career preparation, exploration of job opportunities related to major, and improvement of writing and speaking skills were reported as greatest needs, while adjusting to social life of college was viewed as the easiest aspect of coming to UMCP. More than half of the incoming undergraduate foreign students indicated an interest in educational-vocational counseling, while slightly less than half stated a definite interest in emotional-social counseling. (Author/SW)

ED 248 840 IR 011 289

Selnow, Gary W.
Some Uses and Gratifications of Arcade Video Game Playing.
PUB DATE- May 84
NOTE- 24p.; Paper presented at the Annual Meeting of the International Communication Association (San Francisco, CA, May 24-28, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Games; *Leisure Time; *Mass Media Effects; Media Research; *Need Gratification; Social Influences; *Television Viewing; Use Studies
IDENTIFIERS- *Video Games

The question of whether adolescents turn to arcade video games for gratifications similar to those met by television viewing was investigated with 244 children 10 to 14 years old, who were attending a statewide summer sports camp. A questionnaire required subjects to rate the importance of 17 need statements and provide basic demographic information, details about their home viewing environment based on Medrich's "constant television household" index, and specific characteristics about their arcade video game activities. Subjects who indicated some arcade game playing were also asked to respond to a series of 27 statements about possible gratifications of arcade video game play. Results showed that adolescents play video games for many of the reasons they watch television and more. Games temporarily transport them from life's problems, provide a sense of personal involvement in the action, and are perceived, particularly by heavy users, as a source of companionship. Heavy users also more often rated the games higher than human friends on levels of excitement, ease of interaction, and fun, and believed that the games teach players about people. A 17-item reference list and 5 tables are included. (LMM)

ED 248 884 IR 011 347

Miller, W. Wade; And Others
Personal Computers in Iowa Vocational Agriculture Programs: Competency Assessment and Usage.
Iowa State Univ. of Science and Technology, Ames. Dept. of Agricultural Education.
SPONS. AGENCY- Iowa Agricultural and Home Economics Experiment Station, Ames.
PUB DATE- 84
NOTE- 18p.

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Agricultural Education; *Competence; *Computer Literacy; Computer Software; *Microcomputers; Secondary Education; *Teacher Education; Teachers; Use Studies; Vocational Education
IDENTIFIERS- *Computer Uses in Education; Iowa

The competencies needed by Iowa vocational agriculture instructors at the secondary school level to integrate computer technology into the classroom were assessed, as well as the status of computer usage, types of computer use and software utilities and hardware used, and the sources of computer training obtained by instructors. Surveys were mailed to 119 vocational agriculture instructors who had completed a university-sponsored workshop in the use of the personal computer. The survey asked respondents to describe their vocational program and status of computer usage within that program, and to rate the importance of 50 specific computer competencies. Based on 115 usable surveys, findings indicated that the most important instructor competencies were those required for using computer hardware and software in the classroom, rather than computer programming. Such factors as years of teaching experience, student enrollment in vocational agriculture, student enrollment in high school, and number of personal computers available for class use were not strongly related to the teachers' ratings of the four competency areas (hardware, instruction, programming, and software). Fourteen references are listed, and ten tables display study data. (LMM)

ED 248 899 IR 050 849

Graham, Christine, Ed.
Library Resources. A Self-Paced Workbook. 3rd Edition.
San Francisco State Univ., CA. J. Paul Leonard Library.
PUB DATE- 83
NOTE- 76p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- College Libraries; Higher Education; *Independent Study; Library Facilities; Library Guides; *Library Instruction; *Library Skills; *Reference Materials; Transfer Students; *Undergraduate Students; Workbooks
IDENTIFIERS- San Francisco State University CA

Designed to instruct undergraduate college students in the use of basic library materials and services available in a medium-size academic library, this self-paced workbook contains 17 units with accompanying assignments. The emphasis is on types of materials rather than areas of the library. Individual units cover the resources and services of the J. Paul Leonard Library, library terminology, how to locate a book, the author/title catalog, the subject catalog, the Library of Congress Classification System, Library of Congress Subject Headings, dictionaries, encyclopedias, almanacs, periodical indexes, periodicals in the J. Paul Leonard Library, biographies, book reviews, newspaper indexes, microforms, and government publications. Each unit introduces the student to the fundamental research technique and/or sources. This workbook is a general education requirement for all transfer students and all students enrolled in Fundamentals of Oral Communication and English as a Foreign/Second Language Level 2 at San Francisco State University. (Author/THC)

ED 248 913 JC 840 495

Wong, Evelyn C.
A Master Plan for Developmental Education: A Proposal. Office of Instruction Report No. 82-06.
Los Angeles Trade-Technical Coll., Calif.
PUB DATE- Nov 82

NOTE- 69p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Budgets; Community Colleges; Curriculum Development; *Developmental Studies Programs; *Educational Counseling; Equipment; Personnel Needs; Program Administration; Program Costs; *Program Development; *Remedial Programs; Two Year Colleges

A master plan is proposed for developmental education at Los Angeles Trade-Technical College. Introductory material discusses basic questions related to developmental education in the areas of access and mission, program and resources, and guidance and placement. This section also establishes the goal of the college's developmental education program as providing students with the basic skills necessary in a technologically advancing society. The next sections present the mission statement of the college and explain its administrative organization. The next section states the specific goals of the developmental education program and describes its major components: (1) counseling; i.e., mandatory assessment, counseling and guidance, and information dissemination on available services; (2) instructional components; i.e., remedial and basic skills instruction, developmental education courses, mediated instruction, and tutorial assistance; (3) curriculum and professional development; and (4) program evaluation. The final sections discuss the staffing needs of the proposed program and present a budget for staff and equipment. Appendices include a report on the operations of the college's Learning Resources Center and a plan for its use in basic skills delivery, space and equipment plans, a job description for the developmental education program director, and an article on streamlining the process of evaluating learning assistance. (HB)

ED 248 997 RC 014 673

Red Horse, John G.; Red Horse, Yvonne A.

A Cultural Network Model: Perspectives from an Urban-American Indian Youth Project.
PUB DATE- Mar 81
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescents; American Indian Culture; *American Indians; Cultural Context; *Extended Family; Family Relationship; *Females; *Human Services; Models; Nonreservation American Indians; Secondary Education; Social Structure; *Social Support Groups; Urban American Indians
IDENTIFIERS- *Minnesota (Minneapolis)

A program for adolescent American Indian girls, under the auspices of the Social Work Division of the Minneapolis Public Schools, evolved to become a linkage model between human services and American Indian families, focusing upon interrelationships among structure, behavior, and cultural pattern maintenance. Growth and development among Indian adolescents presumes a curvilinear relationship between age and independence: as age increases so does family obligation, pattern maintenance responsibility, and dependence upon mutuality of relationships. These family relationships, coupled with high rates of drug and alcohol misuse, truancy, incomplete school assignments, high drop out rates, and pregnancy among adolescent Indian girls suggested a need for a cultural network model of support services. Nine Indian girls, aged 15 to 17, experiencing several of the above problems, as well as severe poverty, inadequate housing, and a strong extended family structure, united with social workers into a cohesive support group. The model incorporated features of trust, realistic expectations, and non-judgmental behavior. Tribal and family value orientations were incorporated and served as impetus for lateral integration into characteristic American Indian extended family systems. The model provides a teaching process readily applicable to extended family systems and represents an active process of developing a family of child care and concern. (NEC)

ED 249 066 SE 045 071

Brophy, M.; Fryers, M.

Conserving Our Health. Seychelles Integrated Science. Teacher and Pupil Booklets . Unit 12.

National Inst. of Pedagogy (Seychelles).
SPONS. AGENCY- Ministry of Education and Information (Seychelles).
PUB DATE- 83
NOTE- 73p.; Document contains several pages of marginal legibility. For units 1 through 13 of this series, see SE 045 060-072.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Curriculum Development; Health Activities; *Human Body; Integrated Curriculum; Junior High Schools; *Physical Health; *Physiology; *Science Activities; Science Curriculum; Science Education; *Science Programs; *Secondary School Science; Units of Study
IDENTIFIERS- *Seychelles Integrated Science Program

Seychelles Integrated Science (SIS), a 3-year laboratory-based science program for students (ages 11-15) in upper primary grades 7, 8, and 9, was developed from an extensive evaluation and modification of previous P7-P9 materials. This P9 SIS unit deals with conserving health, focusing on such body processes as breathing, digestion, excretion, circulation, and nervous coordination. Other areas examined include the importance of diet and exercise, damage done to the body by smoking, and the effects of alcohol on the body. In addition, the fact that people may have different interpretations of the same observation is explored. Provided for the unit is a student workbook and a set of teaching notes. The teaching notes include the general aims of the unit, and a lesson plan for each topic area. Each lesson plan includes a suggested time frame, a list of objectives, a list of equipment needed, and a suggested lesson format. This format includes suggestions for introducing the lesson, instructional strategies (emphasizing procedures for student activities), and evaluation methods. The student workbook includes procedures for completing the unit activities and a list of new words keyed to page numbers in the workbook. (JN)

ED 249 124 SO 015 887

Broadening the Scope for Educational Research. Report of a Regional Seminar (Tokyo, Japan, July 11-20, 1984).

National Inst. for Educational Research, Tokyo (Japan).; United Nations Educational, Scientific and Cultural Organization, Bangkok (Thailand). Asian Centre for Educational Innovation for Development.

PUB DATE- Sep 84

NOTE- 94p.; For related documents, see ED 243 745 and ED 228 103.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120) Collected Works - Proceedings (021)

DESCRIPTORS- Communications; Community Support; *Comparative Education; Computers; Educational Needs; *Educational Practices; *Educational Research; Educational Trends; Elementary Secondary Education; Foreign Countries; Higher Education; Information Dissemination; *Interdisciplinary Approach; International Cooperation; Organizational Communication; Professional Training; Publishing Industry

IDENTIFIERS- *Asia; *Australia; China; Indonesia; Japan; Korea; Malaysia; New Zealand; Philippines; Thailand

The results of a seminar in which representatives from Australia, New Zealand, and eight Asian countries discussed interdisciplinary research in education are presented. Types of interdisciplinary research were identified, and the conditions necessary for its development were examined. The recent impetus toward interdisciplinary research has emanated from concerns about economic and national development, social justice, the implications for national unity of linguistic and ethnic diversity, and a representation in schools of continuing cultural and social traditions. In some countries there are limitations of knowledge on the part of educational researchers. For example, researchers need to know more about computer and communications technologies. Cooperation and communication among the disciplines and support from the community must be encouraged. Guidelines for the advancement of interdisciplinary educational research are discussed. The annexes, which make up over two-thirds of the report, contain a list of participants and the papers from the individual countries. (RM)

ED 248 797 HE 017 663

Kobryn, Nancy M.
Universal Studies.
PUB DATE- 81
NOTE- 111p.
AVAILABLE FROM- University for Youth Press, 120 Lynch Avenue, Utica, NY 13502 ($7.00).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Programs; Core Curriculum; *Educational Innovation; Emotional Development; Experiential Learning; Higher Education; *Humanistic Education; Intellectual Development; *Life Satisfaction; Personality Development; Program Administration; Program Development; Self Actualization; *Student Development; Values Clarification
IDENTIFIERS- Learning Environment

Universal Studies, a study program designed to help students develop emotionally, intellectually, and spiritually, is described. Development of the personality and character of the individual is emphasized, as are innovation, creativity, individualized instruction, independent learning, and realizing human potential. These goals are characterized as learning, living, and loving. To help locate qualified teachers, examples are provided of letters to faculty members and to the college or university chancellor or president. Sample letters to introduce students to the program are also included. Suggested courses include communication, music, art, philosophy, theology, computers, careers, and creative problem solving. The core curriculum, which consists of 10 courses, provides a foundation to integrate the arts and sciences. The first year enables the individual to know him- or herself. Students who have completed the core courses can freely choose from 14 electives in their second year of study. In the third year, an internship experience is recommended, while the fourth year is designed to help the student create a career. Additional topics addressed in the overview include the learning environment and instruction, and program planning, organization, and administration. (SW)

ED 248 811 HE 017 681

Harris, Mathilda E.
Fulbright-Hays Group Projects Abroad: Preparing Successful Proposals and the Evaluation Process of Applications.
PUB DATE- Mar 84
NOTE- 8p.; Paper prepared for the Annual Meeting of the International Studies Association (25th, Atlanta, GA, March 27-31, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Foreign Countries; *Grants; Higher Education; *International Education; *Program Evaluation; *Program Proposals; *Study Abroad
IDENTIFIERS- *Fulbright Hays Group Projects Abroad Program

Elements of a successful proposal for the Fulbright-Hays Group Projects Abroad Program are identified, based on a 1981 experience in Hong Kong and Taiwan, as well as a 1983 Peru trip. A successful proposal and application should cover: assessing the institution, institutional involvement in identifying world areas, research on previous programs, host country arrangements, evaluation of the program, selection of the faculty, faculty orientation, debriefing sessions upon return to the United States, and the qualifications of the project director. During the grants competition, the following criteria are used by judges: the soundness of the plan, host country arrangements, budgetary considerations, evaluation provisions, and the selection process. Issues that should be considered include: whether there is a sound international curriculum and area studies component at the institution; whether arrangements with the host institution are made in advance; and the staff members' experience in group travel abroad and their knowledge of the language and culture of the host country. The consortial approach, which might involve several institutions and their staff, is also an option for the project. (SW)

ED 248 826 HE 017 713

Royalty, Georgia; And Others
Self-Esteem, Locus of Control, and Career Maturity in Homemaking-Oriented, Traditional, and Non-Traditional College Women.
Maryland Univ., College Park. Counseling Center.
PUB DATE- 84
NOTE- 12p.; Light type throughout document.
AVAILABLE FROM- Counseling Center, University of Maryland, College Park, MD 20742.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Career Choice; College Freshmen; College Seniors; *College Students; *Females; Higher Education; Locus of Control; *Nontraditional Occupations; *Occupational Aspiration; Self Concept; *Self Esteem; State Universities; Work Attitudes
IDENTIFIERS- *University of Maryland College Park

Self-esteem of female college students at two large state universities was studied, with attention to the relationship of self-esteem to the choice of traditional or nontraditional careers, or homemaking. A second area of interest was the relationship of career maturity and locus of control to career type. A total of 180 freshmen and senior college women at two Maryland state universities were administered the Tennessee Self Concept Scale, Rotter's Internal-External Scale, the Attitude Scale of the Career Maturity Inventory, the Hoyt and Kennedy Orientation Questionnaire, and a personal data questionnaire. The respondents were divided, based on responses to the Orientation Questionnaire and their stated vocational choices, into three career types (homemakers, traditionals, and nontraditionals). The senior women, as a group, scored significantly higher mean scores than did the freshmen on the variables of self-esteem and career maturity. To the extent that these findings suggested a developmental change, the results clearly supported the central propositions of developmental self-concept theories of vocational choice. (Author/SW)

ED 248 956 PS 014 553

Espinoza, Renato; And Others
Work and Family Life among Anglo, Black and Mexican American Single-Parent Families. Executive Summary of the 1983 Annual Report.
Southwest Educational Development Lab., Austin, Tex.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Dec 83
NOTE- 26p.
CONTRACT- 400-83-0007
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Anglo Americans; Blacks; *Employed Parents; Employer Employee Relationship; Ethnic Studies; *Family Characteristics; *Family Life; Family School Relationship; Interviews; Mexican Americans; Mother Attitudes; *Mothers; *One Parent Family; Parent Child Relationship; Parent Participation; Social Support Groups; *Work Environment
IDENTIFIERS- *Working Parents Project

The focus of the Working Parents Project (WPP) has been on how families adapt and function in relation to workplace policies, with particular attention given to the participation of parents in contexts of child care and socialization, including education-related activities. This report builds on previous data from the WPP by expanding the sample of dual-earner families to include 30 single-working-mother families. Research with this sample focused on processes linking workplace policies and the social supports available to the single mothers. Data were collected from Anglo, Black, and Mexican American single-parent (divorced) families through in-depth and structured interviews concerning family demographics, work history, and information about characteristics of the mothers' jobs. Findings are reported under the following headings: (1) involvement in schools; (2) family types, focusing on authoritative, inadequate, no control, and dependent mothers; (3) family type and school involvement; (4) fathers' involvement; (5) ethnic differences; (6) mother-child relationships; (7) support networks; and (8) dual-earner and single-parent families. The study recommends that employer assistance programs be expanded to include some services related to the mental and financial health of workers and their families, e.g., on-site education and training activities such as stress management, parenting education and financial counseling. (AS)

ED 249 026 RC 014 979

Stein, Gary, Ed.
Education in Alaska's Past. Proceedings of the Annual Meeting of the Alaska Historical Society (Valdez, Alaska, October 8-9, 1982).
Alaska Historical Society, Anchorage.
SPONS. AGENCY- Alaska State Dept. of Education, Juneau.
PUB DATE- 83
NOTE- 218p.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Historical Materials (060) Collected Works - Proceedings (021)
DESCRIPTORS- *Alaska Natives; American Indian Education; *Church Role; *Educational Development; *Educational History; Elementary Secondary Education; Eskimos; Rural Schools; Small Schools
IDENTIFIERS- *Alaska; Contract Schools; *Jackson (Sheldon); Mission Schools

The 14 symposium papers presented in this document provide a diverse historical and personal interpretation of Alaska's educational development. Titles and authors are: "Conflicting Priorities, Conflicting Opinions: Alaskan Development and Sheldon Jackson, Educator" (Ted Hinckley); "Sheldon Jackson and the Constitutionality of the Contract School System: A Chapter in the History of Federal Indian Policy" (Stephen Haycox); "Dr. Sheldon Jackson: Pioneer Alaskan Educator for All Seasons" (Evelyn Bonner); "Education in Russian America" (Michael Oleksa and Richard Dauenhauer); "The Educational Art of a Noted Eskimo Teacher: William A. Oquilluk" (Gene Adams and Rose Atuk Fosdick); "Ellen Kittredge Lopp, An Alaskan Missionary" (Jeanne Engerman); "Education at Christ Church Mission, Anvik: An Outpost on the Yukon" (Donna MacAlpine); "'Send Us a Man'--The Independence Mine Territorial School" (Stephanie Stirling); "Alaska Educational Systems in Action at Eagle, Alaska, 1901-1981" (Elva Scott); "Teaching Conditions at Circle City: 1896-1966" (Patricia Oakes); "Brief History of Cordova Schools and Teaching Experiences in Alaska's Past" (Phyllis Carlson); "The Process of Education: A Personal Experience" (William Demmert, Jr.); "A New Method of Education: An Alaska Experience in Educational/Public Broadcasting" (Charles Northrip); and "Education in Alaska: A Thirty-One Year Perspective" (Charles Ray). (NEC)

ED 249 039 SE 044 864

Miller, Samuel D.

Differences in Teacher-Student Interactions at the Elementary and Junior High School Levels. Early Adolescence: Attitudinal and Environmental Changes.

PUB DATE- Apr 84
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Classroom Observation Techniques; Educational Research; Elementary School Teachers; *Feedback; Intermediate Grades; Junior High Schools; Mathematics Education; *Mathematics Instruction; *Questioning Techniques; Secondary School Teachers; *Teacher Behavior; Teacher Response; *Teacher Role; *Teacher Student Relationship
IDENTIFIERS- Mathematics Education Research

Public and private teacher-student interactions were coded for 551 students during 10 mathematics class periods in 18 classrooms, grades 5 through 8. The observation system used was a modified version of two systems, the Brophy and Good teacher-student dyadic interaction system, and the Dweck et al. observation system to code evaluative feedback. Analyses and discussion focused on similarities and differences of teacher-student interactions between the elementary and junior high regular and advanced levels. While there were no differences in the total number of interactions experienced by students at each school level, differences were found in how these observations were distributed across four behavioral categories and in the behavioral patterns associated with the various interactions coded. Evidence suggests that the roles assumed by teachers and students at the elementary level differ from the roles assumed by teachers and students at the junior high school levels. (Author)

ED 249 095 SE 045 103

D'Alu, Maria Jose Miranda de Sousa
Matematica 2. Livro do Aluno (Mathematics 2. Student Workbook).
National Portuguese Materials Development Center, Providence, RI.
SPONS. AGENCY- Department of Education, Washington, DC.
REPORT NO.- ISBN-0-89857-251-7
PUB DATE- Aug 82
NOTE- 265p.; Portions with colored ink may not reproduce clearly.
AVAILABLE FROM- Evaluation, Dissemination and Assessment Center (EDAC), Lesley College, 49 Washington Ave., Cambridge, MA 02140 ($6.00).
LANGUAGE- Portuguese
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Bilingual Education; *Computation; Elementary Education; *Elementary School Mathematics; Geometric Concepts; Grade 2; Mathematics Curriculum; *Mathematics Instruction; *Number Concepts; *Textbooks

This mathematics textbook, written in Portuguese, is designed for second graders. Developed from objectives set forth by the National Portuguese Materials Development Center, it follows closely the objectives and methodology of major curricula used in schools of the United States. The thirteen chapters deal with: numeration (0-999); addition with and without regrouping; subtraction with and without regrouping; commutative and associative properties; length, time, weight, capacity, and temperature measurements; money; geometric figures, perimeter, and graphs; fractions; multiplication; divisibility; and word problems. (MNS)

ED 249 110 SE 045 124

Forests and Flowers. A Spring Activity Packet for Third Grade.
Jackson Community Coll., MI. Dahlem Environmental Education Center.
SPONS. AGENCY- Department of Education, Washington, DC. Inst. of Museum Services.
PUB DATE- 84
NOTE- 42p.
GRANT- G008103172
AVAILABLE FROM- Dahlem Environmental Education Center, Jackson Community College, 7117 South Jackson Rd., Jackson, MI 49201.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Botany; Classification; *Ecology; Elementary School Mathematics; *Elementary School Science; *Environmental Education; *Field Trips; Grade 3; Interdisciplinary Approach; Language Arts; Learning Activities; Outdoor Activities; Primary Education; *Science Activities; Social Studies; Trees; Wastes

This instructional packet is one of 14 school environmental education programs developed for use in the classroom and at the Dahlem Environmental Education Center (DEEC) of the Jackson Community College (Michigan). Provided in the packet are pre-trip activities, field trip activities, and post-trip activities which focus on plants and decomposition in the built and natural environments. Strategies for using these activities with third grade students are also provided. The pre-trip activities focus on the characteristics and parts of plants, the nature and use of a classification key, and food chains. These concepts are reinforced during indoor and outdoor activities conducted during a field trip at the DEEC. These activities (and lists of formal and non-formal field trip objectives) are provided in a separate field trip guide. The post-trip activities include information to determine which factors are necessary for plants to grow, investigating urban trees, examining wood and wood products, and examining various aspects of garbage. Many of the ideas presented are useful in creating an interdisciplinary unit on plants and ecology. In addition, students completing this survey of the plant kingdom gain awareness and knowledge about the environment and practice

problem-solving skills they will use throughout their lives. (JN)

ED 248 755 HE 017 614

Who Gets Student Aid: A 1983-84 Snapshot. Summary of a Policy Seminar Held July 19, 1984.

American Council on Education, Washington, D.C. Div. of Policy Analysis and Research.

PUB DATE- 19 Jul 84
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- Age Groups; *College Students; *Dependents; Family Income; *Federal Aid; Graduate Students; Higher Education; National Surveys; Parent Financial Contribution; Private Colleges; *Self Supporting Students; State Colleges; *Student Characteristics; Student Costs; *Student Financial Aid
IDENTIFIERS- *College Costs

Preliminary data and analyses on student financial aid during 1983-1984 are presented, based on a policy seminar at which a national survey of aid recipients was examined. Evidence suggests that students, especially those from low-income backgrounds, increasingly rely on loans as a form of college financing. Financial aid participation rates among minority students has also been declining, while proprietary students depend heavily on loans and Pell grants. The 1983-1984 Survey of Student Aid Recipients investigated the distribution of student financial aid, characteristics of students receiving aid, and the role that aid plays in the financing of college. Data are provided on: the sample of institutions by type; the average cost of attendance; total enrollment; total aid recipients as percent of total enrollment; total federal aid recipients as a percent of total enrollment; the age distribution of aid recipients; the percent who are minority; the age and income distribution of dependent and independent students; student expenses; student resources (parental contribution, grants, student employment, loans, and student contributions); recipients of aid sources at public and private institutions; and graduate student aid recipients at private institutions. (SW)

ED 248 855 IR 011 304

Cramer, Stephen Edward
The Instructional Designer in the Role of Consultant: Problems and Strategies.
PUB DATE- 27 Apr 83
NOTE- 14p.; Paper presented at the Annual Meeting of the National Society for Performance and Instruction (Atlanta, GA, April 27, 1983).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication Skills; *Consultants; Credibility; *Instructional Design; *Instructional Development; Interpersonal Communication; *Interpersonal Competence; Listening Skills; *Objectives; Problem Solving; Questioning Techniques

The professional instructional designer frequently develops instruction for someone else--an outside client, another department of his or her organization, or colleagues who have content knowledge but lack specific instructional skills. The role of consultant poses unique hazards and opportunities, as it requires the use of relationship and interactional skills quite apart from the instructional skills in which the instructional designer may be trained. Crucial issues include credibility, impossible or inappropriate demands, vague goals, and "techniques first, objectives later." Some useful techniques for dealing with these problems include assertiveness, strategic control of information, doing one's "homework," attending and focusing on the client as a person before focusing the problem, reflecting and summarizing, and focused questioning. (Author)

ED 248 869 IR 011 323

Kaye, Anthony R.
A Self-Instructional Guide to Authors and Users of Self-Study Materials. Training Materials in Educational Planning, Administration and Facilities.
United Nations Educational, Scientific, and Cultural Organization, Paris (France). Div. of Educational Policy and Planning.
PUB DATE- Aug 82
NOTE- 162p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Autoinstructional Aids; *Educational Administration; *Educational Planning; *Facility Planning; *Guides; Independent Study; Instructional Materials; *Learning Modules; *Material Development; Production Techniques; Training Methods

This guide, itself composed of four modules, describes the preparation and use of modular materials for training programs in educational planning, educational administration and management, and educational facilities design. An initial module sets the context by considering the planning of an overall training program into which use of an individual module can be fitted. The major module in the series, module II, then focuses on the development of skills in writing modular, self-instructional training materials, and involves users in the preparation of a specific training module in their own subject areas. Using and adapting existing training materials into modular form is discussed in module III, which requires users to evaluate and adapt materials in their own subject areas. The final module explains the preparation of user guides for instructors and trainees. (LMM)

ED 248 885 IR 011 348

Teaching and Learning with Computers. Position Paper.
Teacher Education Conference Board, Albany, NY.
PUB DATE- Apr 84
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cognitive Processes; *Computer Assisted Instruction; *Computer Literacy; Computer Managed Instruction; Computer Simulation; Computer Software; Elementary Secondary Education;

*Inservice Teacher Education; *Microcomputers; Policy Formation; School Districts
IDENTIFIERS- Computer Games; *Computer Uses in Education

This booklet examines the current instructional uses of computers, their demands on teachers and teacher trainers, and the measures required to further promote their use. Five principal educational computer uses are addressed: (1) learning from computers in drill and practice and tutorial programs; (2) learning with computers using simulations and games; (3) learning about computers and their operation, or "computer literacy"; (4) promoting the ability to think through discovery, self-correction, and the combination of simple structures into more complex ones; and (5) managing learning with computers. It is recommended that educators develop school district computer guidelines and increase personal knowledge of the uses of computers through self-study, school workshops, and formal course work. A glossary, 7-item reference list, and a bibliography of 16 books, 10 journals, and 13 selected journal articles are included. (LMM)

Testa, Donna M.
A Study to Determine Whether There Is an Improvement in Attitude in Students Involved in Cooperative Education Programs.
PUB DATE- May 84
NOTE- 56p.; Master's Degree Thesis, State University of New York, Oswego.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160) Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Community Colleges; *Cooperative Education; *Outcomes of Education; Questionnaires; *Student Attitudes; Two Year Colleges; Two Year College Students; *Work Attitudes; *Work Study Programs
IDENTIFIERS- *Herkimer County Community College NY

A study was conducted at Herkimer County Community College to determine whether a 40-hour work study experience affected the work attitudes of secretarial science students. The study population consisted of a group of June 1984 secretarial science degree candidates who had not yet participated in the work study program, and a group of 1982 and 1983 program graduates who had completed the cooperative education experience. A questionnaire was mailed to both groups to discern attitudes regarding employer-employee relationships; working conditions; employee aspirations, responsibility, welfare, social sensitivity, interpersonal relationships, and initiative; and ethical relationships. Based on responses from 60% of the students surveyed, study findings revealed that following the work study experience there seemed to be significant improvements in the areas of "working well with supervisors regardless of their personalities and ages," "accepting constructive criticism from supervisors and fellow employees," "dependable to follow a job through to its completion," "making decisions on your own," "dressing properly," "being concerned about the welfare of other employees," "avoid being self-centered," "tactfulness," "getting along with fellow employees," "accepting inexperienced workers," and "going ahead with a task without being told to do so." The study report includes a literature review and the questionnaire. (HB)

ED 248 942 JC 840 542

Kanter, Hal
An Analysis of Faculty Development Programs in Selected Community/Junior Colleges in Texas.
Laredo State Univ., TX.
PUB DATE- Aug 84
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Community Colleges; *Faculty Development; Models; *Professional Continuing Education; Surveys; *Teacher Workshops; *Two Year Colleges
IDENTIFIERS- *Texas

A study was conducted to investigate the organization and structure of faculty development programs in selected Texas community and junior colleges, and to develop faculty development models based on the quantitative and qualitative findings of the study. Interviews were conducted with seven deans of instruction or equivalent college administrators at colleges with headcount enrollments ranging from 1,800 to 23,000 students. Study findings revealed: (1) faculty development activities conducted at the colleges included speakers and guest lecturers on topics such as computer literacy and testing; faculty grant programs; and post-graduate course credit; (2) some of the colleges had administrative personnel primarily responsible for faculty development, while other colleges assigned faculty development to administrators with other responsibilities; (3) all of the administrators agreed upon the value of faculty development programs; (4) there appeared to be no network of communication among program administrators; and (5) the majority of the faculty at the colleges held master's degrees in the subject areas they taught, but few had taken professional courses from a college of education. The study report includes sketches of four faculty development models. (HB)

Sigelman, Carol K.; And Others
Developmental Changes in the Influence of Sex-Role Stereotypes on Person Perception.
PUB DATE- May 84
NOTE- 15p.; From a paper presented at the Annual Meeting of the Midwestern Psychological Association (Chicago, IL, May 3-5, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Age Differences; Elementary School Students; Elementary Secondary Education; High School Students; *Individual Development; Junior High School Students; *Sex Differences; *Sex Stereotypes
IDENTIFIERS- *Developmental Patterns; Person Perception

This study examines the reactions of children and adolescents to stories about fictional boys and girls who act across three behavioral episodes in either masculine-stereotyped or feminine-stereotyped ways. Trait dimensions chosen for investigation were: (1) logical and steady versus excitable and emotional; (2) adventurous and risk-taking versus timid and cautious; and (3) rude versus polite. Three pairs of vignettes were developed to convey the six stereotyped traits. Participating were 51 third and fourth graders, 51 seventh and eighth graders, and 48 eleventh and twelfth graders. In the study both the target's gender and the target's behavior were manipulated such that each subject heard all three masculine or all three feminine vignettes, the protagonist for which was either a girl or a boy. After each of the three vignettes was read to the subject, a six-point Likert scale item was administered to assess liking for the target's behavior. Trait perceptions were measured through a yes-no checklist of 24 sex-stereotyped adjectives. Finally, a true-false memory test consisting of 24 statements about things that might have been done or said in the vignettes was administered. Behavior was by far the most powerful influence on liking, masculine-feminine trait inferences, and masculine-feminine memory bias. However, third and fourth graders tended to like children whose behavior was sex-appropriate better than those whose behavior was sex-inappropriate; seventh and eighth graders tended to prefer sex-inappropriate targets; and eleventh and twelfth graders showed the greatest concern with sex-role conformity. Liking, trait inference, and memory bias were closely interrelated only in later adolescence. (Author/RH)

ED 248 984 PS 014 611

Questions Parents Ask about Kindergarten.
Georgia State Dept. of Education, Atlanta. Office of Instructional Services.
PUB DATE- 83
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Kindergarten; *Kindergarten Children; *Parent Education; Parent School Relationship; Parent Teacher Cooperation; Prereading Experience; Primary Education; School Entrance Age; School Registration

Twenty-one questions parents may ask about kindergarten are answered in this booklet. Generally, the content aims to clarify the purpose and scope of kindergarten. Several questions have to do with entering a child in kindergarten: the required age, necessary information, attendance regulations, length of school day and screening tests. Questions regarding philosophy and content include the following: (1) Why should my child attend kindergarten? (2) What will my child be taught? (3) What is the kindergarten teacher's responsibility concerning reading? (4) What do you do for the child who comes to kindergarten able to read? (5) Will my child learn to write in kindergarten? Other questions have to do with classrooms, materials and teacher aides. Sample parental concerns reflected in the remaining questions include: (1) How will I know my child is getting along at school? (2) Will my child be wasting his time in kindergarten? (3) Why does my child reply "play" when I ask what she did in school? (4) How can I be more involved in my child's education? (5) Should I just stop by to see the teacher? (6) What can parents do to help their children in this program? and (7) Should my child repeat the kindergarten year? (RH)

ED 249 012 RC 014 920

Johnson, Jon; Cawley, Jim
YMCA of the Hill Country, "A Y Without Walls": Wilderness Spirit.
PUB DATE- Mar 84
NOTE- 15p.; An Eighth Generation of Texans Re-Discovers the Land and Its Heritage.
AVAILABLE FROM- YMCA of the Hill Country, 124 Vassar Lane, San Antonio, TX 78212 ($.25 ea.).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Involvement; *Community Resources; Elementary Secondary Education; Experiential Learning; *Field Experience Programs; Interviews; *Local History; Older Adults; *Oral History; Outdoor Education; *Program Content; Program Implementation; *Youth Programs
IDENTIFIERS- Texas (Hill Country); Young Mens Christian Association

The purpose of the Wilderness Spirit program is to lead and assist children to comprehend, use, and conserve information about the natural resources of the Hill Country of Texas, including its wildlife, plant life, weather and climate, soils and minerals, water, and land use as well as all forms of agriculture and activities of daily subsistence among the people of the area from the period of 1900-1930 to present, as remembered by persons who have lived there since then. Program objectives include education and training by providing self-directed field experiences and access to local resources for exploration and discovery of natural and human resources; historical preservation by collecting and preserving information related to the natural history of the area, such as local traditions, customs, attitudes and values; publication of interviews collected for distribution; and community development by supporting purposeful interaction between younger and older generations in the community and training local leadership for the perpetuation of the project. The procedure for implementing the project is outlined along with projected program expenses for 12 months and general information on the Young Men's Christian Association of the Hill Country. (ERB)

ED 249 080 SE 045 085

Capra, Judy; And Others
Genes and Surroundings. The Center for Education in Human and Medical Genetics. A Continuing Program of the BSCS.
Biological Sciences Curriculum Study, Boulder, Colo.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
REPORT NO.- ISBN-0-8403-3065-0
PUB DATE- 83
NOTE- 154p.
GRANT- SED-7918968
AVAILABLE FROM- Kendall/Hunt Publishing Company, 2460 Kerper Blvd., P.O. Box 539, Dubuque, IA 52001 ($3.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Aging (Individuals); Biology; Change; Elementary School Science; *Environmental Influences; *Genetics; *Heredity; Intermediate Grades; Junior High Schools; Learning Activities; Reproduction (Biology); Science Education; *Secondary School Science
IDENTIFIERS- Biological Sciences Curriculum Study

This module for middle/junior high school students examines human genetics from the perspective of variability and diversity. It consists of five sections containing a total of 25 activities. Many of these activities use students as "raw materials" and ask that they observe, record and interpret the variability that surrounds them; they are also asked to consider its biological roots and its ultimate expression in the myriad environments that constitute modern society. Major topic areas addressed in the five sections are: (1) similarities and differences among humans; (2) causes of these similarities and differences (focusing on family trees and characteristics, chromosomes, predicting inheritance, and genetic conditions); (3) variety in living things (examining ways in which people are alike); (4) changes which occur as individuals grow older; and (5) environmental influences. Each activity contains an introduction, a list of materials needed, procedures, discussion questions, suggestions for further study, and a short self-quiz. (JN)

ED 248 742 HE 017 584

Finkelstein, Martin J.
The American Academic Profession: A Synthesis of Social Scientific Inquiry since World War II.

REPORT NO.- ISBN-0-8142-0371-X
PUB DATE- 84
NOTE- 300p.
AVAILABLE FROM- Ohio State University Press, 2070 Neil Ave., Columbus, OH 43210 ($17.50).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Historical Materials (060) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Academic Freedom; *College Faculty; Educational History; Faculty Mobility; Faculty Promotion; Higher Education; *Job Satisfaction; Minority Groups; Professional Autonomy; Research Projects; Sampling; Social Science Research; Teacher Characteristics; Teacher Retirement; *Teacher Role; *Teaching (Occupation); Women Faculty; Writing for Publication

A profile of the American college professor is presented, based on social science studies. The historical background is traced, with attention to the early development of the professorial role during the latter half of the eighteenth century, the progressive professionalization of the faculty during the nineteenth century, and the consolidation of the modern academic role during the post-World War I period. Demographic data on the growth and distribution of college faculty from World War II through 1979 are included. Attention is also directed to: choosing college teaching as a profession; securing an academic position and advancement; job changing between and within institutions; the norms that guide the academic career (academic freedom, professional autonomy, and the merit principle); career satisfaction; and retirement. Additional topics include: how faculty spend their time, with special attention to the research and teaching roles; faculty members' role in governance and in implementing educational innovations; job stresses and satisfactions; the teacher's personal and family life; and the special case of women and minority faculty. Appendices cover search and sampling procedures as well as data collection and analysis procedures. Chapter references are included. (SW)

Davis, Christine K.; And Others
Employment Survey of 1982 Graduates of Ontario University. Report of Major Findings.
Ontario Ministry of Colleges and Universities, Toronto.
REPORT NO.- ISBN-0-7743-9175-8
PUB DATE- 84
NOTE- 244p.; For the summary, see ED 240 950.
AVAILABLE FROM- Publication Centre, 880 Bay Street, 5th Floor, Toronto, Ontario M7A 1N8, Canada ($6.00).
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Career Choice; *College Graduates; Educational Background; *Education Work Relationship; *Employment Experience; Foreign Countries; *Graduate Surveys; Higher Education; Job Application; Majors (Students); Questionnaires; Relevance (Education); Research Methodology; Student Characteristics
IDENTIFIERS- Canada; *Ontario

Procedures and selected results of the 1982 Ontario Graduate Employment Survey are examined. The survey, which is sent to graduates of the 17 Ontario universities, is designed to provide information on the postgraduate educational and labor experiences of graduates within a year after graduation. The fieldwork procedures employed are described, along with the nature of the survey instrument and the response rates achieved. A profile is provided of the 1982 spring graduates in terms of selected demographic and social-background variables, aspects of their educational experiences, and features of their early career paths. Attention is directed to the relationship of these demographic and social background factors, along with aspects of graduates' educational experiences, to the graduates' subsequent educational or early career choices. Level of degree and student majors are also examined, along with the ways by which employed graduates obtained their jobs. Finally, survey data are examined that pertain to the relationship between the kind and amount of the graduates' educational experiences and the educational requirements of their jobs. Included are statistical tables of survey results and the study questionnaire. (SW)

Douglas, Joel M., Comp.; Wiener, Daniel, Comp.

Collective Bargaining in Higher Education and the Professions, Bibliography No. 12.

City Univ. of New York, N.Y. Bernard Baruch Coll. National Center for the Study of Collective Bargaining in Higher Education and the Professions.

PUB DATE- Jan 84

NOTE- 106p.; For an earlier document, see ED 231 306.

AVAILABLE FROM- National Center for the Study of Collective Bargaining in Higher Education and the Professions, Baruch College, City University of New York, 17 Lexington Avenue, Box 322, New York, NY 10010 ($15.00).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reference Materials - Bibliographies (131)

DESCRIPTORS- *Collective Bargaining; *College Faculty; *Employment Practices; Faculty College Relationship; *Health Personnel; Higher Education; Nurses; *Personnel Policy; Physicians; Unions

A bibliography of more than 800 writings affecting labor relations and college faculty, as well as several other professions, is presented. The point of reference was the calendar year 1983. The faculty section covers the following topics: academic freedom, accountability, administration, affirmative action, arbitration and mediation, collective bargaining, community colleges, contracts and contract issues, department chairpersons, discipline and dismissal, discrimination, due process, elections, faculty attitudes, faculty organizations, financial exigency, fiscal issues, fringe benefits, governance, grievance procedures, legal issues, legislation, academic librarians, National Labor Relations Board, part-time faculty, personnel administration, public sector labor relations, quality of worklife, retirement, retrenchment, students, strikes, scope of bargaining, salaries, tenure, women faculty, workload, and the Yeshiva University case. The bibliography for related professions includes health care institutions, health care professionals, nurses, physicians, lawyers, and librarians. In addition, directories, bibliographies, resources, periodicals, and sources of information are listed. Indices of subject, author, and court cases and administrative orders are included, along with a list of acronyms and abbreviations. (SW)

ED 248 812 HE 017 682

Summary of Review of the South Carolina Master Plan for Higher Education.

South Carolina Commission on Higher Education, Columbia.

PUB DATE- Dec 83
NOTE- 19p.; For the full Review, see HE 017 683. For the South Carolina Master Plan, see ED 183 055.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Board of Education Policy; College Desegregation; *College Planning; College Role; *Educational Finance; Governance; Higher Education; *Master Plans; *Program Evaluation; *State Boards of Education; State Colleges; *Statewide Planning
IDENTIFIERS- *South Carolina

Activities of the South Carolina Commission on Higher Education, roles of public colleges and universities, and information on program review and higher education finance are reviewed. The Commission's coordinating and governing activities are described, along with the missions of the public universities, senior colleges, and 2-year colleges in the state. The role of the Commission in reviewing proposals for new programs and existing degree programs is outlined, and brief information is provided on enrollment projections, prerequisites for freshman admission, facilities, and a quality incentive program for creative and unusual projects at institutions. The desegregation plan for the state's public colleges and universities is also discussed. Financial concerns are covered, including state appropriations, regional comparisons, escalating student fees, the appropriation formula, the budgetary process, and student financial aid. Procedures for the annual review of the state master plan are also outlined. In addition to four recommendations of the Commission, eight recent actions of the Commission and five studies currently undertaken by the Commission are identified. (SW)

ED 248 841 IR 011 290

Goddard, Constance
Computer-Based Learning and Postsecondary Education: Some

Experimental Projects and a Learning Model.
PUB DATE- 83
NOTE- 30p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Students; *Computer Assisted Instruction; *Computers; Higher Education; Instructional Materials; Intermode Differences; *Learning Processes; *Media Research; *Models; Postsecondary Education; *Program Evaluation
IDENTIFIERS- Computer Uses in Education; PLATO; TICCIT Computer System

This discussion of questions related to the most appropriate role for the computer in undergraduate postsecondary education begins by describing the Educational Testing Service's evaluations of two large-scale funded projects intended to stimulate the incorporation of computer assisted instruction (CAI) into undergraduate instruction--the network-oriented PLATO (Programmed Logic for Automated Teaching Operations), and TICCIT (Time-Shared Interactive, Computer-Controlled Information Television), which used a stimulus/response learning model. A summary of the evaluation results indicates that CAI should be integrated into classroom instruction rather than serve as a substitute for it; neither project saved instructor time or proved useful for poor students; and students who were initially stronger performed better. A learning model for higher education drawn from a report prepared for the Carnegie Commission by Rockart and Scott Morton is then discussed. This model provides a framework for the integration of new technologies, and is based on the stages of the learning process and the characteristics of the material to be learned. Related studies, including one by James and Chen-Lin Kulik on research on college teaching, are examined to support the model. The concluding statement suggests that extensive use of CAI will become a reality in the next decade. Sixteen references are listed. (LMM)

ED 248 900 IR 050 851

Guy, Robin Frederick
Training Aids for Online Instruction: An Analysis.
PUB DATE- 83
NOTE- 12p.; Paper presented at the International Online Information Meeting (7th, London England, December 1983).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - General (140)
DESCRIPTORS- Audiovisual Aids; *Computer Assisted Instruction; *Information Retrieval; Learning Modules; *Multimedia Instruction; *Online Systems; Skill Development; *Training Methods; Workbooks
IDENTIFIERS- *Online Search Skills

This paper describes a number of different types of training aids currently employed in online training: non-interactive audiovisual presentations; interactive computer-based aids; partially interactive aids based on recorded searches; print-based materials; and kits. The advantages and disadvantages of each type of aid are noted, and a table showing when in a training program and for what purpose each of the particular types could be used is provided. The appendix lists some currently available training aids of each type. (Author/THC)

ED 248 914 JC 840 496

Veley, Victor F.; And Others
Master Plan: The Introduction of Computer Science and Computer Related Instructional Programs, 1982-1985. Office of Instruction Publication Report No. 82-07.
Los Angeles Trade-Technical Coll., Calif.
PUB DATE- 82
NOTE- 110p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; *Computers; *Computer Science; Course Content; Course Descriptions; Microcomputers; *Program Development; *Technical Education; *Technological Advancement; Two Year Colleges

This report presents a master plan for the development of computer science and computer-related programs at Los Angeles Trade-Technical College for 1982 through 1985. Introductory material outlines the main elements of the plan: to analyze existing computer courses, to create new courses in Laser Technology, Genetic Engineering, and Robotics; and to construct a computer center serving up to eight classes at a time. After providing an overview of the phases of the plan's implementation, the report presents descriptions of existing courses and courses proposed for 1984-85 in the areas of: (1) computer maintenance technology; (2) computer programming; (3) data processing technology; (4) microcomputer maintenance technology; (5) software support technician; (6) digital electronics technology; (7) numerical control programming; and (8) robotics technician. Next, the plan for the main computer center is presented, including information on costs, schedule, and the proposed extent of use. Appendices include a list of future courses. (HB)

ED 248 998 RC 014 726

Christmas in Mexico.

Kern County Superintendent of Schools, Bakersfield, Calif.

PUB DATE- Sep 81
NOTE- 12p.

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cultural Activities; *Cultural Background; *Folk Culture; *Holidays; *Mexicans; Religion; Religious Factors
IDENTIFIERS- *Christmas; *Mexico; Religious Practices; Songs

The Christmas season in Mexico starts on December 16 with "las posadas," a series of religious processions in which families or neighbors reenact Joseph's search for shelter for Mary en route to Bethlehem. Those representing pilgrims travel from home to home until they are finally accepted by those representing innkeepers at a home with a "nacimiento" (nativity scene). There the pilgrims place figures representing Mary and Joseph. On Christmas Eve, the Christ Child is laid in the manger. Then children break a "pinata," a decorated, candy-filled earthen or papier mache container, to complete "las posadas." The Mexican Christmas tradition incorporates legends surrounding poinsettias, roosters, and decorative displays using much light, including fireworks and "farolitos" (candles inside paperbags). Customs include exchanging gifts, eating grapes for good luck, and singing Spanish Christmas songs. January 6 is the "Dia de los Reyes," (Day of the Kings) celebrating the arrival of the three "Wise Men." Gifts are again exchanged, and a "rosca" (special cake) is baked with a tiny porcelain doll inside. Whoever is served the piece with the doll must give a party on February 2, the date the Christ Child is removed from the "nacimiento." The words to a traditional Mexican carol are attached. (MM)

ED 249 040 SE 044 878

Leinhardt, Gaea; And Others
Introduction and Integration of Classroom Routines by Expert Teachers.
Pittsburgh Univ., Pa. Learning Research and Development Center.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 10 May 84
NOTE- 82p.; Paper presented at the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Techniques; Educational Research; Elementary Education; *Elementary School Mathematics; *Elementary School Teachers; Mathematics Instruction; *Teacher Behavior; *Teacher Effectiveness; *Teaching Methods; Teaching Skills
IDENTIFIERS- *Mathematics Education Research

The objectives of this research were: (a) to identify the content and configuration of critical activity structures and routines in well-functioning classrooms; (b) to trace the origins of routines during the first four days of school; and (c) to identify the mechanisms used by expert teachers to teach students the content, the cues, and the circumstances under which activity structures and routines are used. Six expert elementary school mathematics teachers were identified. Observational logs, videotapes, audiotapes, and interviews with teachers and students were collected and analyzed. A matrix mapping the relationship between routines and activity structures was developed, teachers' actions during the introduction of routines in the first four days were described, and the attachments linking the teacher's actions to the routine were identified and coded as management, support, or exchange. Major findings summarized include: when routines occur, how many are introduced at the beginning of the year, and how many of these exist in the middle of the year for each teacher. The three types of routines are then reviewed with some specific examples, and students' explicit knowledge of a sample of routines is examined. A lengthy appendix contains a description of each teacher's actions during the first four days. (MNS)

ED 249 054 SE 044 899

Collette, Alfred T.; Chiappetta, Eugene L.
Science Instruction in the Middle and Secondary Schools.
REPORT NO.- ISBN-0-8016-1095-8
PUB DATE- 84
NOTE- 632p.
AVAILABLE FROM- The C.V. Mosby Company, 11830 Westline Industrial Drive, St. Louis, MO 63146 ($24.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reference Materials - General (130)
DESCRIPTORS- *Classroom Techniques; Cognitive Development; Demonstrations (Educational); Elementary School Science; Evaluation Methods; Individualized Instruction; *Instructional Development; Learning Processes; Middle Schools; Reading Materials; Safety; Science Education; *Science Experiments; *Science Instruction; Science Tests; Scientific Literacy; *Secondary School Science; *Teaching Methods; Test Construction
IDENTIFIERS- Science and Society

This 21-chapter methods textbook provides essential information, practical applications, and resource materials for prospective, beginning, and experienced science teachers, professional science educators, science coordinators, and science supervisors. Major topic areas addressed in the chapters include: the scientific enterprise and science teaching; implications of the science/technology/society relationship for science teaching; teaching strategies and classroom management; laboratory activities and facilities; classroom and laboratory safety; classroom demonstrations; science projects, science fairs, and field experiences; lecture, discussion, and recitation strategies; science and societal issues for discussion, inquiry, and values clarification; use of reading materials in science teaching; individualized science instruction; classroom management and discipline; directions and goals of science teaching; planning and teaching science lessons; unit planning; planning a science course; evaluation methods; constructing and administering science tests; the psychology of learning and teaching science; cognitive development and improving thinking; and professional growth. Included in appendices are lists of professional organizations and journals, science textbook and tradebook publishers, student and teacher periodicals, companies selling scientific equipment and supplies, sources of free and inexpensive materials, and science course improvement projects. Also included is a bibliography of professional and resource books for science teachers. (JN)

ED 249 067 SE 045 072

Brophy, M.; Fryars, M.

Conserving Our Environment. Seychelles Integrated Science. Teacher and Pupil Booklets . Unit 13.

National Inst. of Pedagogy (Seychelles).

SPONS. AGENCY- Ministry of Education and Information (Seychelles).
PUB DATE- 83
NOTE- 53p.; Document contains several pages of marginal legibility. For units 1 through 12 of this series, see SE 045 060-071.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Conservation (Environment); Conservation Education; Curriculum Development; Decision Making; *Ecology; Integrated Curriculum; Junior High Schools; Role Playing; *Science Activities; Science Curriculum; Science Education; *Science Programs; *Secondary School Science; Units of Study; Water Pollution
IDENTIFIERS *Seychelles Integrated Science Program

Seychelles Integrated Science (SIS), a 3-year laboratory-based science program for students (ages 11-15) in upper primary grades 7, 8, and 9, was developed from an extensive evaluation and modification of previous P7-P9 materials. This P9 SIS unit focuses on: (1) basic ecological and conservation concepts; (2) problems and complexities of environmental decision-making; (3) skills needed to carry out environmental field work; (4) the nature and consequences of environmental pollution; (5) development of positive attitudes toward conservation in Seychelles; (6) the role played by plants in providing food and oxygen for man and other animals; and (7) soil erosion and how it can be prevented. Provided for the unit is a student workbook and a set of teaching notes. The teaching notes include the general aims of the unit, and a lesson plan for each topic area. Each lesson plan includes a suggested time frame, a list of objectives, a list of equipment needed, and a suggested lesson format. This format includes suggestions for introducing the lesson, instructional strategies (emphasizing procedures for student activities), and evaluation methods. The student workbook includes procedures for completing the unit activities and a list of new words keyed to page numbers in the workbook. A conservation role playing exercise is also provided. (JN)

ED 249 096 SE 045 104

EdVentures in Population Education. Teacher's Guide.

Zero Population Growth, Inc., Washington, D.C.
PUB DATE- Sep 84
NOTE- 51p.
AVAILABLE FROM- Zero Population Growth, Inc., 1346 Connecticut Ave., NW, Washington, DC 20036 ($15.00 for kit).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Communication Skills; Economics; Elementary Secondary Education; Geography; Language Arts; *Learning Activities; Mathematics Education; *Population Education; *Population Growth; *Population Trends; Science Education; Social Studies

This kit contains 16 comprehensive activity modules that elementary and secondary teachers can use to introduce students to a wide range of population trends. The modules may also be used to introduce these trends to citizens in the community. Each module includes: (1) recommended educational level; (2) curriculum area (science, social studies, mathematics, language arts, social studies, economics, geography); (3) concept(s) fostered; (4) introductory comments; (5) instructional strategies for activities; (6) follow-up activities; and (7) references to other modules. Concepts or topics addressed include: population density; mathematical operations related to population dynamics; developing communication skills on community population issues; total fertility rate and average family size; population distribution; resource allocation; age structure; birth and death rate; planning and population policy; carrying capacity; interrelationships among global population, resources, and environment; values clarification; and zero population growth. Also included is a fact sheet and two copies of the Population Education Newsletter, Interchange. (JN)

ED 249 125 SO 015 888

Hartoonian, H. Michael, Ed.; Thompson, Claud, Ed.
Rethinking Social Education: Ideas and Recommendations from Wingspread.
Wisconsin State Dept. of Public Instruction, Madison.
SPONS. AGENCY- Johnson Foundation, Inc., Racine, Wis.; Wisconsin Univ., Oshkosh.
PUB DATE- 83
NOTE- 180p.; Based on Wingspread Conference "Future Directions for Social Studies Education" (Racine, WI, August 1982).
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Citizenship Education; Citizenship Responsibility; Core Curriculum; Curriculum Design; Curriculum Development; *Educational Change; *Educational Needs; Educational Objectives; Elementary Secondary Education; *Futures (of Society); Interdisciplinary Approach; *Social Studies; Teaching Methods

Results of a Wingspread conference which focused on future directions in social studies education are presented. Part 1 contains the personal statements of conference speakers. Topics include the restructuring of social studies, what social knowledge is of the greatest worth, how to best prepare enlightened citizens for the 21st century, four possible futures for social studies, and schools in a new age. Part 2 contains essays that resulted from small-group conference discussions. Essay themes include social studies for assertive citizenship, elements of a successful social studies program, worthwhile knowledge for the 21st century, future directions, and problems which must be solved. Part 3 contains recommendations, including: (1) social studies education should have a common curriculum emphasis within a diversity of instructional patterns; (2) the major goal of social studies should be civic literacy; (3) an interdisciplinary approach should be used; (4) teachers must create and use educational research; and (5) the scope of a quality social studies program must address the holistic goal of developing enlightened citizenship. (RM)

ED 248 756 HE 017 615

Mason, Thomas R.
The Search for Quality in the Face of Retrenchment: Planning for Program Consolidation within Resource Capacities.
PUB DATE- 10 Jul 84
NOTE- 27p.; Paper presented at the Annual International Conference of the Society for College and University Planning (19th, Cambridge, MA, July 10, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reference Materials - Bibliographies (131)
DESCRIPTORS- College Administration; *College Planning; *Declining Enrollment; Economic Climate; *Educational Quality; Faculty Evaluation; *Financial Problems; Higher Education; Institutional Evaluation; Outcomes of Education; *Program Evaluation; Reputation; *Retrenchment
IDENTIFIERS- Program Discontinuance; *Strategic Planning; University of Minnesota

Planning issues for colleges seeking to maintain quality in institutional programs in the face of retrenchment are analyzed, based on a literature review. An extensive bibliography on the following topics is provided: quality (ratings, rankings, reform, institutional goals, and educational outcomes); retrenchment (enrollment decline, faculty, finances, and flexibility); evaluation (assessment of performance); and strategic planning and other solutions. Specific concerns that are analyzed in the paper and covered in the bibliography include: reputational ratings of institutional quality, criticisms of educational quality, proposals for reform, attempts to catalog definitions of institutional goals and performance of these goals through measures of educational outcomes, the decline in high school graduates and the 18-24 age group, declines in states revenues associated with economic recession, reduction of federal program funding combined with inflation exceeding revenue, a planning approach implemented at the University of Minnesota as an example of the successful use of retrenchment to achieve positive goals and the decisionmaking criteria involved, the importance of evaluation to help justify priorities, and strategic planning versus the more traditional forms of long-range planning. (SW)

ED 248 798 HE 017 664

Queeney, Donna S.; Melander, Jacqueline J.

Establishing Foundations for University/Professional Association Collaboration: The Profession Selection Process.

Kellogg Foundation, Battle Creek, Mich.; Pennsylvania State Univ., University Park.
PUB DATE- Apr 84
NOTE- 49p.; Prepared by the Continuing Professional Education Development Project.
AVAILABLE FROM- Commonwealth Educational System Stores, 9J. Orvis Keller Building, Pennsylvania State University, University Park, PA 16802.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accounting; Architecture; Clinical Psychology; *Cooperative Programs; Dietetics; *Evaluation Criteria; Higher Education; Medicine; Nursing; *Professional Associations; *Professional Continuing Education; *Program Development; Selection; Staff Role; Standards; *State Universities
IDENTIFIERS- Pennsylvania State University; *Professions

The selection of professions that became part of the Continuing Professional Education Development Project, a joint research and development effort of The Pennsylvania State University and the Kellogg Foundation, is discussed. In addition to establishing collaboration between the university and the professions, the project sought to develop and implement practice-oriented continuing professional education programs through the application of the Practice Audit Model to six selected professions. The six professions are accounting, architecture, clinical dietetics, clinical psychology, medicine, and nursing. The selection process involved four stages: identification of the professions, acquiring detailed information about the current status and climate for continuing education within each profession, considering the likelihood that the profession and academic base would be able to maintain the programs and relationships developed in the project, and identifying the profession's and the academic base's commitment to the project. A flowchart of the practice Audit Model is included. Appendices include: a checklist of criteria for the professions, a list of criteria used in the selection of project professions, and a lists of responsibilities of team members. (SW)

ED 248 827 HE 017 889

Adelman, Clifford
The Standardized Test Scores of College Graduates, 1964-1982.
National Inst. of Education (ED), Washington, DC.
PUB DATE- Dec 84
NOTE- 101p.; Prepared for the Study Group on the Conditions of Excellence in American Higher Education. For related document, see ED 246 833.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *College Entrance Examinations; *College Graduates; Graduate Study; Higher Education; Majors (Students); Professional Education; *Scores; *Standardized Tests; Student Characteristics; *Test Results; Trend Analysis
IDENTIFIERS- *Excellence In Education; Graduate Management Admission Test; Graduate Record Examinations; Law School Admission Test; Medical College Admission Test

Scores from 23 standardized tests that are used in application to graduate and professional schools are analyzed, primarily from the 1964-1982 period. The 23 examinations include tests of advanced achievement in 15 subject areas, along with tests of general learned abilities (the Graduate Record Examination/Verbal and Quantitative, the Law School Admissions Test, the Graduate Management Admissions Test, and Medical College Admission Test Reading and Quantitative Analysis subtests. Major conclusions include: (1) the quality of available data on test scores and on the background characteristics of test-takers is highly variable; (2) changes in test scores over a period should be measured in terms of standard deviation units, and not in points or percentages; (3) of 23 examinations, performance declined on 15, remained stable on 4, and advanced on 4--the greatest declines occurred in subjects requiring high verbal skills; (4) none of the basic demographic characteristics of the test-takers (age, race, gender, citizenship, or native language), in themselves, explain the observed changes in performance over the period; and (5) different undergraduate majors provide convincing explanations of observed changes in performance. Issues concerning the measurement of scaled test scores and the magnitude of change are addressed.

Data on test performance are appended. (Author/SW)

ED 248 856 IR 011 305

Cramer, Stephen E.
The Instructional Value of Wrong Answers.
PUB DATE- 7 Sep 84
NOTE- 10p.; Paper presented at the 1984 MUG/USG Conference (Atlanta, GA, September 7, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; *Courseware; *Design Requirements; Error Patterns; *Feedback; *Instructional Development; *Material Development; Teacher Response; Teaching Methods
IDENTIFIERS- *Interactive Video

In early computer assisted instruction (CAI), negative feedback often insulted students and/or provided no useful knowledge. In classroom settings, teachers use the following approaches in dealing with students' wrong answers: (1) ask the question again, louder and slower; (2) ask the question again, using different words; (3) back up and reteach the past three minutes/hours/days; and (4) keep still, listen to the students and let their behavior reveal where the source of the misunderstanding lies. The latter approach suggests that students answer correctly or incorrectly for a reason and that observation of their behavior can indicate ways to help them correct their misunderstandings. For example, using algorithms to describe student behavior can help minimize student errors in learning a procedure. Designing CAI materials for procedural learning should include two steps: construction of the correct production system or algorithm and construction of potential "buggy" or incorrect procedures, followed by incorporation of instructional error checking into the program. This paper concludes with the description of an interactive video program developed to teach procedures for diagnosing reading problems which included three incorrect algorithms. Responses to students' choice of incorrect algorithms were positively phrased and offered hints. Responses for correct answers explained why the answer was correct. Three references are listed. (LMM)

ED 248 870 IR 011 324

Eastman, Susan Tyler

Videotex in Middle School: Accommodating Computers and Printouts in Learning Information Processing Skills.

PUB DATE- May 84
NOTE- 27p.; Paper presented at the Annual Conference of the International Communication Association (San Francisco, CA, May 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Information Retrieval; *Information Seeking; *Information Sources; *Intermode Differences; Junior High School Students; *Microcomputers; Secondary Education; Student Attitudes; *User Satisfaction (Information); *Videotex

In a study designed to see how students accommodated a new technology, 27 eighth graders used a microcomputer in a middle school science class to access a commercial videotex service containing an electronic encyclopedia as part of an assignment to write a theme. Field observations of computer use and student interviews were used to collect data. Although the students exhibited the usual motivations for learning, such as grades and pleasing the teacher, they accounted for their expressed preference for computers over books by claiming that computers were easier to use, despite clear evidence to the contrary. This rationale lay over a stereotypical vision of personal futures requiring knowledge of computers which motivated them to learn to use computers. Results also showed the greater salience of information obtained from electronic sources than print sources. The students assigned four functions within the school academic and social context to the hard copies of their electronic information--including achievement, reference, content, and interpersonal uses--and valued printouts especially for their portability and alterability. Overall, the students accommodated computers and videotex within their school context but assigned the new technology greater value than traditional learning media. (Author/LMM)

ED 248 943 JC 840 543

Study of State Funding of Maryland Community Colleges, 1984.
Maryland State Board for Community Colleges, Annapolis.
PUB DATE- 11 Oct 84
NOTE- 62p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Community Colleges; *Educational Finance; Educational Legislation; Financial Policy; *State Aid; State Colleges; State Legislation; *Statewide Planning; Two Year Colleges
IDENTIFIERS- *Maryland

The study described in this report was conducted to examine the funding of Maryland's community college system and to develop an improved funding approach that would take into account differences in local wealth. After a discussion of the purpose and scope of the study, an explanation is provided of the existing funding structure, which is based on a proportional division of costs between the state, the localities, and the student, supplemented by a flat rate grant to each college and a set amount for each part-time student. After examining recent changes which have led to a lowering of the level of state support for community colleges, the report discusses the benefits these institutions provide to the student, the community, and the state. Then, three critical community college issues are addressed (i.e., the need for additional funds, local wealth, and the state funding mechanism), and recommendations are provided for each area. Finally, recommendations are summarized, including: (1) an increase of $270,000 in the annual college grant in fiscal year 1986; (2) an increase in state aid of $10 per part-time student; (3) an increase in state aid of $120 per full-time equivalent student in 1986; (4) the provision of of $150 in state aid per low-income student; and (5) increases in state aid after 1986 in proportion to increases in state funding for four-year colleges. Appendices include financial data, information on funding mechanisms used in other states, and proposed legislation. (HB)

ED 248 957　　　　　　　　　　　　　　　PS 014 554

Rothenberg, B. Annye; And Others
Parentmaking: A Practical Handbook for Teaching Parent Classes about Babies and Toddlers. Revised Edition.
REPORT NO.- ISBN-0-9604620-0-7
PUB DATE- 83
NOTE- 475p.; This work was supported from 1974-1980 by several grants from the Henry J. Kaiser Family Foundation.
AVAILABLE FROM- The Banster Press, 117 Pinon Drive., P.O. Box 7326F, Menlo Park, CA 94025 ($19.95, includes packaging and shipping on prepaid orders).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Child Development; *Child Rearing; *Course Content; Educational Resources; Group Instruction; *Infants; *Parent Education; Parenting Skills; Program Implementation; Records (Forms); Teaching Guides; Teaching Methods; *Toddlers

This handbook is intended for anyone interested in developing and teaching parenting and childrearing classes to parents of children up to and including 3 years of age. Part One, chapters 1 through 9, offers an overview of how to become an effective group leader. Part One, chapter 10 explains the format in which specific childrearing information will be presented in the rest of the book. Subsequent sections concern teaching about children at various ages. Specifically, Part Two focuses on major topics of importance to parents of 1- to 6-month-olds; Part Three concerns topics for parents of 7- to 14-month-olds; Part Four describes topics for parents of 15- to 24-month-olds; and Part Five centers on topics for parents of 2- to 3-year-olds. Part Six concerns general topics of interest relating to the first 3 years of life. Each topic in the various sections contains background information on the subject and describes teaching materials and strategies. Part Seven provides appendices mentioning resources and including additional information and forms (such as reading lists, sample publicity and registration forms, parental interest forms, sample orientation forms and series outlines, and others). (RH)

ED 249 013 RC 014 921

Aitken, Larry P.; Falk, Dennis R.
A Higher Education Study of Minnesota Chippewa Tribal Students.

PUB DATE- 83
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- American Indian Education; *American Indians; College Graduates; *College Students; Dropout Attitudes; *Dropout Prevention; Dropout Research; Faculty; Higher Education; *School Holding Power; Student Attitudes; *Student Attrition; Undergraduate Students
IDENTIFIERS- *Chippewa (Tribe); Minnesota

To improve Chippewa Indian retention in higher education, 277 Indian students, 7 key informants, and 11 service providers were surveyed to determine facilitating factors as well as obstacles. Of the 277 students, 125 responded to the questionnaire. The sample included former college graduates, college dropouts, and current students. Service providers were college faculty and staff from Minnesota and one border institution. Factors which contributed to remaining through graduation included personal motivation, adequate parental and financial support, positive faculty responsiveness, and support of friends. Impacting factors on college completion also included parents' level of education and attitudes, identified career goals, and attendance at Indian student organization meetings. All three survey groups reported inadequacies in

precollege advisement and academic preparation, poor study skills, and lack of funds and child care services. Key informants cited as an additional obstacle cultural alienation while service providers indicated a need for American Indian faculty and staff. Indian student retention will be most facilitated by family and Indian community support, improved high school preparation, precollege workshops, additional financial aid, institutional commitment to Indian student support, and encouragement of return to college by dropouts. (MM)

ED 249 027 RC 014 981

Pevar, Stephen L.
The Rights of Indians and Tribes. An American Civil Liberties Union Handbook.
REPORT NO.- ISBN-0-553-16457-0.
PUB DATE- May 83
NOTE- 315p.
AVAILABLE FROM- American Civil Liberties Union, 132 West 43rd Street, New York, NY 10036 ($3.95 ea., 25 to 50 copies, 10% discount; 51-100 20% discount; 101 and up 30% discount).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Legal/Legislative/Regulatory Materials (090) Books (010)
DESCRIPTORS- *American Indian History; *American Indians; Civil Liberties; *Civil Rights; *Federal Indian Relationship; Federal Legislation; Government Role; Laws; Legal Responsibility; Local Government; Treaties; *Tribal Sovereignty; Tribes; *Trust Responsibility (Government)
IDENTIFIERS- *Indian Civil Rights Act 1968

Published in cooperation with the American Civil Liberties Union, the guide sets forth the rights of American Indians under the present law and offers suggestions on how these rights can be protected. Using a question and answer format, the book covers the changes in Indian policies from the Northwest Ordinance of 1787 to the present day, explaining the complex pattern of tribal, state, and federal laws which govern American Indians. Seventeen chapters discuss the history of federal Indian policy; definitions of "Indian," "Indian tribe," "Indian country," and Indian title;" trust responsibility; Indian treaties; federal power over Indian affairs; tribal self-government; state power over Indian affairs; criminal jurisdiction in Indian country; civil jurisdiction in Indian country; taxation; hunting, fishing, and gathering rights; Indian water rights; civil rights of Indians; the Indian Civil Rights Act; special status of certain Indian groups; government services to Indians; and judicial review. Five appendices excerpt passages from the Indian Civil Rights Act, Public Law 83-280, the General Crimes Act, the Major Crimes Act, and Title 18, U.S. Code, (the section defining "Indian Country.") An effort has been made to note those parts of the law where changes may occur. (NEC)

ED 249 111 SE 045 125

Michigan Natural History. A Spring Activity Packet for Fourth Grade.
Jackson Community Coll., MI. Dahlem Environmental Education Center.

SPONS. AGENCY- Department of Education, Washington, DC. Inst. of Museum Services.
PUB DATE- 82
NOTE- 44p.
GRANT- G008103172
AVAILABLE FROM- Dahlem Environmental Education Center, Jackson Community College, 7117 South Jackson Rd., Jackson, MI 49201.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Ecology; Elementary School Mathematics; *Elementary School Science; *Environmental Education; *Field Trips; Grade 4; Interdisciplinary Approach; Intermediate Grades; Land Use; Language Arts; *Learning Activities; Outdoor Activities; Science Activities; Social Studies
IDENTIFIERS- Human Ecology; *Michigan

This instructional packet is one of 14 school environmental education programs developed for use in the classroom and at the Dahlem Environmental Education Center (DEEC) of the Jackson Community College (Michigan). Provided in the packet are pre-trip activities, field trip activities, and post-trip activities which focus on the natural history of Michigan. Strategies for using these activities with fourth grade students are also provided. The pre-trip activities focus on Michigan's prehistory, changing populations (including endangered species), glaciers, and plants and animals in Michigan today. These areas are reinforced during indoor and outdoor activities conducted during a field trip at the DEEC. These activities (and lists of formal and non-formal field trip objectives) are provided in a separate field trip guide. The post-trip activities include a valuing exercise, exercises focusing on land use decisions, and exercises related to human ecology. Most of the activities (and corresponding student activity sheets) are highly interdisciplinary and will enhance mathematics, language arts, and social studies as well as science lessons. In addition, students are given opportunities to express their feelings and opinions and develop skills needed to communicate with others and solve problems. (JN)

ED 248 886 IR 011 349

Caster, Tonja
The Use and Effectiveness of Computers in the Elementary Classroom.
PUB DATE- Jan 83
NOTE- 17p.; Paper presented at the Annual Study Conference of the Georgia Association for Childhood Education International (13th, Athens, GA, January 20-21, 1983).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Classroom Design; Classroom Environment; *Computer Assisted Instruction; Computer Oriented Programs; Courseware; Elementary Education; *Intermode Differences; Language Arts; *Media Research; *Microcomputers; Program Development; Reading Instruction
IDENTIFIERS- *Computer Uses in Education; Software Evaluation

Practical issues that should be considered in placing a classroom computer for use with elementary students include where to locate computer equipment in relation to electrical sockets, windows, and chalkboards; the program sound; who will be able to see the screen; and classroom traffic patterns. Decisions must be made regarding the size of groups that will work at the computer, who will use the computer, and the use schedule. Computers can be integrated into the curriculum as reinforcement with drill and practice programs; as a tutor; for enrichment using simulations; and for word processing. Examples of elementary programs include Stickybear ABC, the Story Machine, Keyboard, and Master Type. In nearly all of six cited research studies on computer assisted instruction (CAI) in language arts teaching, CAI was found to be more effective than traditional methods for teaching reading, vocabulary, and language; findings for the effectiveness of CAI in writing instruction were mixed. This report includes a list of 10 criteria for evaluating computerized reading programs, a summary of important questions to consider in using computers, and a 7-item reference list. (LMM)

ED 248 901 IR 050 853

MacDonald, R. W.
British Columbia Library Network. Final Report: Phase 1 Implementation.
British Columbia Library Network, Vancouver.
PUB DATE- 31 Jan 84
NOTE- 49p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Cataloging; Comparative Analysis; *Cost Effectiveness; Foreign Countries; *Library Automation; *Library Networks; *Online Systems; Operating Expenses; Systems Analysis; Tables (Data)
IDENTIFIERS- *British Columbia Library Network

This report presents results from Phase 1 of the British Columbia Library Network (BCLN) Project, which included the installation and evaluation of a comprehensive library cataloging system using the University of Victoria Computing Center IBM 4341 computer. Evaluation included actual use of the system, performance and cost studies, feature and operational review, and the development of an implementation plan. The question of proceeding with BCLN to full implementation was considered in the light of several factors: the alternative of continuing with the present supplier (UTLAS); features and facilities in BLIS (the package system selected for the BCLN pilot) as compared with UTLAS; current and future financial and service options with a BCLN implementation; and budget implications for the participating libraries. Despite the interest in BCLN and its demonstrated feasibility, it was judged to be not possible to proceed to full implementation because it would require a financial commitment over an extended period that could not be considered within the current financial climate. (THC)

ED 248 915 JC 840 497

McTyre, Jean

Program Evaluation Guide: A Pilot Project. Academic Affairs Report No. 84-1.

Los Angeles Trade-Technical Coll., Calif.

PUB DATE- Jul 84
NOTE- 75p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Community Colleges; *Curriculum Development; *Evaluation Criteria; *Evaluation Methods; *Program Evaluation; *Technical Education; Two Year Colleges; *Vocational Education

A model for program evaluation at Los Angeles Trade-Technical College is presented in this report as a guide for faculty and administrators in developing a campuswide evaluation program. First, introductory material provides an overview of the history of the college, the effects of recent cutbacks, and the goals and mission of the college. Next, a review is presented of the phases and results of a 1980 curriculum revision project, which was conducted to revise the curriculum to meet the 21-hour contract provisions for instructors arising from a collective bargaining agreement and to maintain the maximum amount of weekly student contact hours. Next, the program evaluation model for the college is presented, including a statement of the college mission and the objectives of the program evaluation process, and questions to be answered as part of the evaluation process regarding college programs, program curricula, college faculty, students, administration, and campus support services. Finally, the process of program evaluation is outlined. This process includes the distribution of self-study packets, a review of self-study reports by an evaluation team, an assessment of evaluation team conclusions and recommendations by program faculty, the preparation of a final report, the use of the evaluation report in planning, and a review of the evaluation process. Appendices include relevant background information and forms pertaining to the curriculum project and the program evaluation project. (HB)

ED 248 929 JC 840 524

Orfield, Gary; And Others
The Chicago Study of Access and Choice in Higher Education: A Report to the Illinois Senate Committee on Higher Education.
Chicago Univ., IL. Committee on Public Policy Studies.
PUB DATE- Sep 84
NOTE- 351p.
LANGUAGE- English
EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Access to Education; Black Students; *College Attendance; *College Choice; Community Colleges; Educational Attainment; *Educational Discrimination; *Enrollment Trends; Equal Education; High School Students; Postsecondary Education; Student Attrition; Student Characteristics; *Urban Education; Urban Schools; White Students
IDENTIFIERS- *Illinois (Chicago)

This report to the Illinois Senate Committee on Higher Education assesses the extent to which students in metropolitan Chicago have real access to higher education and choice among postsecondary institutions. The chapters in part I address issues related to inequality in higher education in Chicago, providing analyses of the causes of inequality, the educational attainment of Chicago residents, the higher education institutions in the area, higher education enrollments, and graduation and attrition. Part II identifies patterns and causes of educational inequality, providing information on high school graduates' backgrounds, information, and college choices; the channelling of high school graduates to particular colleges; educational inequality among community colleges; choice and channelling among community colleges; student transfer between two- and four-year institutions; the impact of financial aid on access and choice in higher education; and the roles of teachers in the perpetuation of inequality. The final chapter in part II offers recommendations on high school preparation, curriculum, staffing, fiscal stability, requirements, counseling, school-college bridge programs, and financial aid policy changes. A six-page bibliography is included. (HB)

ED 248 971 PS 014 585

Streibel, Michael J.

An Analysis of the Theoretical Foundations for the Use of Microcomputers in Early Childhood Education.

PUB DATE- Apr 84

NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Cognitive Development; Cognitive Structures; Comparative Analysis; *Computer Assisted Instruction; Conventional Instruction; *Early Childhood Education; Educational Innovation; Learning Experience; *Microcomputers

This discussion first analyzes major claims of a cognitive-developmentalist perspective on the use of microcomputers in early childhood education. Five topics are specifically addressed: microcomputers and intellectual structures, microcomputers as cultural events, microcomputers and strategy repetoires, instruction and the self-construction of minds, and microcomputers as functional learning environments. In addition, the discussion offers an analysis of ideas concerning the interconnection between behaviorism and microcomputers in early childhood education. In this context, six topics are investigated: microcomputers and skill-training in education, major criticisms of the use of microcomputers in education, behaviorist theories and microcomputers in education, concerns about the skill-training use of microcomputers, behaviorist methodologies in Logo, and claims of behaviorism that go beyond behaviorism. It is concluded that, while the computer may have beneficial educational utility from a cognitive-developmental point of view, great care must be given to ensure that computers have a liberating rather than a constraining influence on children's cognitive development. Further, it is asserted that, while skill-training, microcomputers, and behaviorism will always play a role in early childhood education, the algorithmic nature of both microcomputer programs and behaviorism should not be allowed to predominate. (RH)

ED 248 985 PS 014 612

Kraus, Marcy L.
Perspective-Taking Ability: Effects of Age, Task, and Egocentrism.
PUB DATE- Apr 84
NOTE- 21p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (Baltimore, MD, April 12-15, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Age Differences; Cognitive Processes; Difficulty Level; *Egocentrism; *Perception; Perceptual Development; *Perspective Taking; *Preschool Children; Spatial Ability; Task Analysis; Visual Perception
IDENTIFIERS- Piagetian Theory

The effects of age, task, and egocentric responding on visual-spatial perspective taking were studied among 41 preschool children between 3.0 and 5.9 years of age. Children were individually administered three perspective-taking measures: the upside-down/right-side-up task, a block task, and a picture box task, all previously described in the literature. Results revealed that older children performed significantly better than younger children on the upside-down/right-side-up task and the block task. Younger children had difficulty demonstrating understanding of their own perspective on the block task. Results further indicated, however, that only a small percentage of the responses on all tasks were egocentric and that no subject in the present study exhibited consistent egocentric behavior. Although tasks were designed to facilitate performance by minimizing response and instructional demands, some subjects had particular difficulty with certain tasks and responses within the tasks. Therefore, potential performance barriers were discussed. It was concluded that the finding of variation in children's egocentricity does not itself diminish the usefulness of a perspective-taking task; instead, it diminishes the usefulness of constructs assuming that egocentricism prevents a child from perspective taking. (Author/RH)

ED 249 081 SE 045 086

Scientists, Engineers, and Technicians in Trade and Regulated Industries: 1982.
National Science Foundation, Washington, D.C.
REPORT NO.- NSF-84-320
PUB DATE- 84
NOTE- 54p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Employment; Employment Statistics; Engineering; *Engineers; *Industry; *Paraprofessional Personnel; Sciences; *Scientists
IDENTIFIERS- National Science Foundation

Statistical data on scientists, engineers, and technicians (SET) in trade and regulated industries in 1982 are provided in three sections: (1) SET in trade and regulated industries by major occupational group and detailed industry of employment; (2) SET in trade and regulated industries by detailed occupation and broad industry group of employment; and (3) SET in each trade and regulated industry, as a percent of total employment in the industry, and the relative error. These data, obtained from the Occupational Employment Statistics Survey, represent reliable estimates of the utilization of SET by private industry. Analysis of this information provides insight into the dynamics of the labor market as SET requirements respond to variations in growth among industries, and to the impact of technology and other factors upon industry, wage and salary workers. (All data are in Standard Industrial Classification codes 40 through 59.) (JN)

ED 248 784 HE 017 649

Cavin, Janis I.
Understanding the Federal Proposal Review Process.
American Association of State Colleges and Universities, Washington, D.C.
PUB DATE- Sep 84
NOTE- 40p.
AVAILABLE FROM- American Association of State Colleges and Universities, One Dupont Circle, Suite 700, Washington, DC

20036-1193 ($4.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Evaluation Methods; *Federal Aid; Federal Programs; Financial Support; Government School Relationship; *Grants; Grantsmanship; Guidelines; Higher Education; Peer Evaluation; *Program Proposals; Public Policy
IDENTIFIERS- *Department Of Education; Fund For Improvement of Postsecondary Education; National Endowment For the Humanities; National Science Foundation

Information on the peer review process for the evaluation of federal grant proposals is presented to help college grants administrators and faculty develop good proposals. This guidebook provides an overview of the policies and conventions that govern the review and selection of proposals for funding, and details the review procedures of the Department of Education, the National Science Foundation, and the National Endowment for the Humanities. Attention is also directed to the manner in which individuals are selected to participate in the review process either as field readers of proposals or as members of review panels. The evaluation of applications in a federal grants competition may involve internal review, external review, or some combination. Common elements in the review process are: initial screening, technical review, program staff review, agency review and approval, and notification of award or declination. Specific information is provided on the following education grant programs: the Comprehensive Program at the Fund for the Improvement of Postsecondary Education, the Office of Special Education and Rehabilitation Services, and the Higher Education Programs of the Office of Postsecondary Education. A list of references that provide information on the grant programs of the three federal agencies is appended. (SW)

Review of South Carolina Master Plan for Higher Education.
South Carolina Commission on Higher Education, Columbia.
PUB DATE- Dec 83
NOTE- 90p.; For the review summary, see HE 017 682. For the South Carolina Master Plan, see ED 183 055.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)

Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Budgeting; *College Desegregation; *College Planning; College Programs; College Role; Educational Finance; Financial Policy; Governance; Higher Education; *Master Plans; Program Evaluation; Resource Allocation; *State Colleges; *Statewide Planning; Student Financial Aid; Teacher Salaries; Tuition
IDENTIFIERS- *South Carolina

A review of the South Carolina master plan for higher education is presented. The following issues are addressed: coordination and governance, roles and missions of state colleges and universities, enrollment projections, program review, prerequisites for freshman admission, quality incentives, desegregation of state institutions, finances, and facilities. Information is provided on the following existing programs which were reviewed: mathematics, physical sciences, engineering, biological sciences, health and medical education, business, foreign languages, and associate degree programs. Progress toward meeting the state's plan to enhance programs at South Carolina State College and Denmark Technical College, traditionally black institutions, is discussed, along with desegregation of student enrollment, faculty and staff, and governing boards. State appropriations for 1974, 1980, 1983 are compared, as are state appropriations per full-time equivalent student in the 14 Southern Regional Education Board (SREB) states. Additional data cover: a comparison of faculty salary averages in the SREB states, tuition and fees for resident students, and student financial awards by type of programs. Appended materials included a proposed revision of the desegregation plan, and the 1984-1985 appropriation formula. (SW)

ED 248 842 IR 011 291

Barnes, Barry P.

Report of Needs Assessment for College Credit Courses via Instructional Television Fixed Service (ITFS) in the Denver Metropolitan Area.

Auraria Media Center, Denver, CO.
SPONS. AGENCY- Johnson Foundation, Inc., Racine, Wis.
PUB DATE- 20 Feb 79
NOTE- 47p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Access to Education; College Curriculum; *Delivery Systems; *Educational Needs; *Educational Television; Interviews; *Needs Assessment; Nontraditional Education; Organizations (Groups); Postsecondary Education; Surveys
IDENTIFIERS- Colorado (Denver); *Instructional Television Fixed System

This paper reports on a needs assessment undertaken as preparation for implementing Instructional Television Fixed System (ITFS) in the Denver metropolitan area as one solution to the problems of broadening access to and improving learning experiences offered by colleges and universities. An introduction describes problems of access to postsecondary education and explains characteristics and uses of ITFS programs, which are broadcast by a relatively inexpensive transmitter via a private microwave system. A description of the telephone survey covers sample selection; preparation of the questionnaires (which was eventually completed by 308 individuals); key demographic findings on the sample; and survey results. The report then describes procedures used and results obtained in personal interviews with 60 organizations in the Denver area representing business, industry, education, and social service agencies. An examination of ways to meet the needs expressed in the study for ITFS college courses includes information on obtaining an ITFS license and selecting a transmitter location. Eight references are listed, and appendices contain detailed survey results. (LMM)

ED 248 999 RC 014 829

Fogarty, M.
The Itinerant Teacher Service, Queensland 1901-1930.
REPORT NO.- ISBN-0-908455-09-7
PUB DATE- 83
NOTE- 52p.; Occasional sepia photographs may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Historical Materials (060) Books (010)
DESCRIPTORS- *Educational History; Elementary Education; Foreign
Countries; Home Instruction; *Home Programs; *Itinerant Teachers;
*Mobile Educational Services; *Rural Education; Teacher
Characteristics; Work Environment
IDENTIFIERS- *Australia (Queensland); *Itinerant Teacher Service

(Australia)

The monograph reports on research from primary sources about Queensland's Itinerant Teacher Service from 1901 to 1930. Chapter One traces its history and shows that the Service was inaugurated in 1901 with 1 teacher visiting 103 homesteads having 319 children, reached its peak in 1921 with 18 teachers visiting 1,889 children, and declined until the latter half of the 1920's when it was replaced by the Primary Correspondence School. Tables indicate districts and square miles served, distances traveled, number of children and families served, and number of visits in various years. Chapter Two describes how the Service operated, how teachers moved from homestead to homestead by horse and buggy and later on, by motor car or motorcycle, setting work to be done before their next visit and correcting work done since their last visit. It also describes hardships teachers encountered. The final chapter assesses the contribution of the Itinerant Teacher Service to early Queensland rural education. It is found that although it had its limitations, it did bring a degree of literacy and numeracy to the children of isolated areas and "paved the way" for the smooth induction of a more sophisticated system of rural education, the Primary Correspondence School. (Author/NEC)

ED 249 126 SO 015 889

Clanton, Brandolyn; And Others

Credit: A Teaching Unit.

South Carolina State Dept. of Consumer Affairs, Columbia.; South Carolina State Dept. of Education, Columbia.
PUB DATE- 84
NOTE- 42p.; Developed with funds provided by American Federal, South Carolina National Bank and Direct Selling Education Foundation. Portions may be marginally legible.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Consumer Education; Consumer Protection; Contracts; *Credit (Finance); Economics Education; Interest (Finance); Laws; Learning Activities; Secondary Education
IDENTIFIERS- *Credit Cards

Intended for teachers of secondary school students, five lessons on consumer credit are presented. In the first lesson students identify and evaluate sources of credit, compare some of the costs and benefits of credit, and learn to apply criteria used in evaluating applications for credit. In the second lesson, students learn about two basic types of charge accounts available to those applying for credit cards. The third lesson examines places where credit can be obtained, interest payments, and costs involved in financing a car. In the next lesson, students learn about contracting for credit. The final lesson helps students understand how state laws protect them in the areas of credit and contracts. Each lesson presents background information for the teacher, a classroom lesson, and supplementary activities. Some lessons include definitions and sample forms. A series of visual aids which highlight key credit laws follows a final situational activity in which students evaluate the legality of certain credit-related situations. (LH)

ED 249 097 SE 045 111

Oceanic Circulation. A Programmed Unit of Instruction.
Marine Maritime Academy, Castine.
PUB DATE- Oct 84
NOTE- 20p.; Developed in the Dept. of Arts and Sciences.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- Chemistry; *College Science; *Geology; Higher Education; Marine Education; *Oceanography; Physics; Programed Instructional Materials; *Water; Water Resources

This booklet contains a programmed lesson on oceanic circulation. It is designed to allow students to progress through the subject at their own speed. Since it is written in linear format, it is suggested that students proceed through the program from "frame" to succeeding "frame." Instructions for students on how to use the booklet are included. (JN)

Schneider, Elsa L., Ed.
Evidence of the Past: Primary Sources for Louisiana History. Cane River Colony.
Historic New Orleans Collection, LA.
REPORT NO.- ISBN-0-917860-19-5
PUB DATE- Mar 84
NOTE- 40p.; Maps and letters may not reproduce clearly.
AVAILABLE FROM- Historic New Orleans Collection, 533 Royal St., New Orleans, LA 70130 ($5.75).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Contracts; Discussion (Teaching Technique); Instructional Materials; Junior High Schools; *Local History; *Primary Sources; Slavery; *Social History; *State History; Supplementary Reading Materials
IDENTIFIERS- *Louisiana

Designed to supplement the conventional textbook treatment of Louisiana history, this booklet of primary source material exposes junior high school students not only to history but to the events of those who lived it. Students develop an appreciation for the work and technical skills used in the writing of history and a sensitivity to history as it was lived. This booklet is comprised of five major sections. The first section gives historical background information to familiarize students with the Cane River colony, its history, economy, and life style. The second section examines English translations of documents which record the legal transaction of a marriage contract, family meeting, emancipation authorization, defamation proceeding, and slave sale. For each topic, student questions are included. Next, a glossary of words and phrases, both legal and commonplace, help clarify the translations. A suggested reading list precedes the final section (intended for the teacher), which gives answers to student questions and copies of original 19th century French and English manuscripts. (LH)

Grove, Cornelius Lee
Dynamics of International Host Families. AFS Research Reports, No. 27.
AFS International/Intercultural Programs, Inc., New York, N.Y.
PUB DATE- Sep 84
NOTE- 32p.; Charts contain small print that may not reproduce clearly. Paper presented at the National Conference of the Transcultural Family (1st, Columbus, OH, September 11, 1984). For preliminary report, 1980-81 phase and 1981-82 phase, see ED 231 693.
AVAILABLE FROM- Research Department, AFS International, 313 East 43rd St., New York, NY 10017 (free).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cultural Exchange; Educational Research; *Family Attitudes; *Family Characteristics; Family Involvement; Foreign Students; Group Dynamics; High School Students; *International Educational Exchange; Longitudinal Studies; Program Effectiveness; Secondary Education; Social Experience; *Student Characteristics; *Student Exchange Programs; Student Experience; *Success
IDENTIFIERS- American Field Service; Host Families; *Host Nation Programs

The dynamics of hosting foreign exchange students were studied by means of a longitudinal documentation of the experiences and feelings of 15 U.S. families before, during, and after the 10 months when they hosted an American Field Service (AFS) exchange student. Data were gathered by means of semistructured, open-ended, audio-taped interviews conducted by a single interviewer in each family's home. Most families were interviewed seven times. Families interviewed represented the range of social, economic, and geographic backgrounds of AFS host families. Three general types of host families were identified: those who had a uniformly positive hosting experience, those who experienced periods of conflict which were ultimately resolved successfully, and those whose overall experience was unsatisfactory. Findings indicated that a successful host experience was directly related to positive personality factors rather than cultural factors, positive student-host sibling relationships rather than student-host parent relationships, exchange student willingness to become involved in host family activities, and infrequency of telephone contact with the exchange student's natural parents. Detailed summaries of three case studies and graphs illustrating interview findings are provided. (LP)

ED 249 155 SO 015 941

Rammage, Alix
Pottery from Peru. A Handbook. Second Edition.
City of Birmingham Polytechnic (England). Dept. of Art.
PUB DATE- 81
NOTE- 86p.; Developed by the Ethnographic Resources for Art Education Project and The Pottery Cultures Project. For related documents on pottery, see SO 015 940-942. Illustrations may not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Art Activities; Art Education; Art History; *Ceramics; Cross Cultural Studies; Cultural Background; *Cultural Education; Cultural Traits; *Design Crafts; Elementary Secondary Education; Folk Culture; *Latin American Culture; Latin American History; Spanish Culture; Tribes
IDENTIFIERS- Inca (Tribe); Peru

One of three handbooks dealing with pottery traditions from around the world, this packet draws together information about historical, ethnographic, and pottery traditions of Peru. The first of 13 brief subsections focuses on Peru's land and people. A presentation of a potter's history of Peru is followed by a discussion of the Chavin Cult (800 B.C.), known as the "period of the master craftsmen." Subsequent sections focus on characteristics and pottery styles of the Moche culture, the Nazca (100-800 A.D.), the Huari Empire (700-1100 A.D.), the Kingdom of Chimu (1100-1470 A.D.), and the Inca Empire (1430-1532 A.D.). A brief word about the Spanish conquest of Peru is followed by an annotated list and illustrations of interesting pottery forms. The next section introduces readers to pottery technology, including sources of clays and basic techniques used in pottery making such as block modelling, moulding, coiling, stamping, smoothing, painting, and firing. An examination of modern Peruvian folk pottery includes a look at traditions surrounding Peru's pottery, and differences between north coast and south coast pottery methods. The final section describes Spanish influences on Peruvian pottery. The first of three appendices lists Peruvian foods and recipes, followed by a list of resource materials and a workshop section, which includes step-by-step instructions for making a stirrup pot. The document concludes with a student map and worksheets which demonstrate techniques and ideas for working with clay. (LH)

ED 249 169 SO 015 964

Latimore, James, Ed.; Levesque-Lopman, Louise, Ed.

Teaching Social Theory: Syllabi and Instructional Materials. Resource Materials for Teaching.

American Sociological Association, Washington, D.C.

PUB DATE- 84
NOTE- 284p.; For related teaching resources, see SO 015 958-968.
AVAILABLE FROM- ASA Teaching Resources Center, 1722 N St., N.W., Washington, DC 20036 ($11.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Course Content; Course Descriptions; Curriculum Guides; Graduate Study; Instructional Materials; Learning Activities; Postsecondary Education; *Social Theories; *Sociology; Undergraduate Study

One of a series of resources for teaching sociology at the postsecondary level, this volume contains syllabi and resource materials for instruction in social theory. Material is divided into four sections. Section I, an introduction, describes the nature of social theory and provides tabulations of the kind of theory courses offered at the graduate and undergraduate levels. In section II, a total of 20 syllabi for undergraduate courses in social theory are divided into categories of courses with a classical focus, courses focusing on contemporary theories, courses covering classical and contemporary theories, and courses emphasizing theory construction. Section III contains nine syllabi for graduate courses, grouped according to the categories described above. For each course description, the following information is generally included: instructor and university, course overview, requirements, reading assignments, course outline, evaluation method or specific test questions, and reading materials. The final section, an appendix, contains a checklist for reviewing syllabi of courses on social theory and an alphabetical list of contributors, their addresses, and the page on which each syllabus is located. (LP)

ED 249 184 SP 025 070

Kasambira, K. Paul
Microteaching Handbook; Skills, Planning, and Critiquing.

PUB DATE- 84
NOTE- 53p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Higher Education; Lesson Plans; *Microteaching; Preservice Teacher Education; Protocol Materials; Questioning Techniques; Reinforcement; Student Motivation; *Teacher Behavior; *Teacher Response; *Teaching Skills

This handbook, developed for use in a microteaching laboratory, presents information on: (1) the history of microteaching; (2) research supporting microteaching; (3) advantages of microteaching; (4) teaching skill clusters (response repertoire, questioning skills, creating student involvement, increasing student participation, presentation skills); (5) microteaching technical skills; (6) the microteaching clinic; (7) the microlesson; (8) planning for microteaching; (9) the microteaching lesson plan; (10) use of aids in microteaching; (11) the video-taping session; (12) the critique session; (13) skill forms; and (14) critique sheets. Throughout the microteaching process, particular teaching skills are emphasized rather than content. Appendixes include a microlesson plan form, skill forms, and critique sheets. (JD)

ED 249 201 SP 025 285

Ford, Jerry D.
An Abbreviated Microteaching Program.
PUB DATE- 83
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cost Effectiveness; Higher Education; *Microteaching; Preservice Teacher Education; Questioning Techniques; *Student Evaluation; Student Teaching; *Teacher Behavior; Teaching Methods; *Teaching Skills

Although microteaching has proved to be a valuable training tool for preservice education majors, some microteaching programs have been curtailed primarily because of the time and expense of maintaining the facilities. An abbreviated four-lesson program for microteaching can be conducted effectively with minimum time and moderate costs. The first lesson is a lecture which focuses on the basic structure of any lesson. The second lesson emphasizes on-task instruction. The third lesson provides practice using the process of questioning, while the fourth gives practice in using a variety of question levels. Preparation procedures for each of the four lessons are described, including suggestions for student objectives, content outline, teaching strategy, and materials and equipment needed. Critique forms accompany each lesson. These evaluation sheets provide a clear means for checking teaching behaviors exhibited by the student with a simplified grading and point system. (JD)

ED 249 216 SP 025 344

Johnson, David W.; Johnson, Roger T.
Promoting Constructive Student-Student Relationships through Cooperative Learning.
Minnesota Univ., Minneapolis. National Support Systems Project.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.
PUB DATE- Dec 80
NOTE- 193p.; For other modules in this series, see ED 238 844 and SP 025 332-354. For the genesis of these modules, see ED 186 399. Reviewed by Mara Sapon-Shevin and Donald H. Johnson.
GRANT- OEG007902045
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Group Activities; Helping Relationship; Higher Education; Interpersonal Competence; *Learning Activities; Learning Modules; Learning Strategies; *Mainstreaming; Peer Relationship; Preservice Teacher Education; *Student Behavior; Student Participation; *Teacher Education Curriculum; *Teacher Educators
IDENTIFIERS- Education for All Handicapped Children Act

This module (part of a series of 24 modules) is on the impact of interaction among students in a learning situation on achievement, cognitive development, and social development. The genesis of these materials is in the 10 "clusters of capabilities," outlined in the paper, "A Common Body of Practice for Teachers: The Challenge of Public Law 94-142 to Teacher Education." These clusters form the proposed core of professional knowledge needed by teachers in the future. The module is to be used by teacher educators to reexamine and enhance their current practice in preparing classroom teachers to work competently and comfortably with children who have a wide range of individual needs. The module includes objectives, scales for assessing the degree to which the identified knowledge and practices are prevalent in an existing teacher education program, and self-assessment test items. Articles are appended on influences of peer interaction and school outcomes, the social integration of handicapped students, and cooperative instructional games. (JD)

ED 249 230 TM 840 457

Student Achievement in Department of Defense Dependents Schools: 1983-84 Annual Test Report.

Dependents Schools (DOD), Washington, D.C.

REPORT NO.- DoDDS-84-C-0002
PUB DATE- Mar 84
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Achievement Tests; *Basic Skills; *Educational Assessment; Elementary Secondary Education; Grade 1; Language Arts; Mathematics Achievement; Reading Achievement; *School Readiness; School Readiness Tests; Scores; Testing Programs; Test Norms; *Test Results
IDENTIFIERS- *Dependents Schools; Dependents Schools Systemwide Testing Program; Metropolitan Readiness Tests

As part of the Department of Defense Dependents Schools (DoDDS) annual assessment of achievement, the Metropolitan Readiness Tests (MRT) were administered to approximately 14,768 first-grade pupils in the fall of 1983. The mean scaled scores of the DoDDS first graders clustered around the national mean of 150. The DoDDS mean scores in the various skill areas ranged from a high of 7.5 points above the national mean in auditory skills to a low of 1.1 points below the national mean in language. The DoDDS basic skills achievement testing program was administered to 47,861 students in all five DoDDS regions. Known as the Systemwide Testing Program, it measured the performance of students enrolled in grades 4, 6, 7, 9, and 11 in the basic skill areas of reading, language arts, and mathematics. DoDDS students on the average performed better than their stateside counterparts. Overall performance on the tests indicated high achievement for grades 6, 7, 9, and 11, with grade 7 evidencing the highest performance. In the content areas, language arts was observed as the strongest area, followed by reading and mathematics, respectively. By contrast, a notable weakness was evidenced in grade 4 mathematics. (BW)

ED 249 244 TM 840 585

Jones, Calvin; And Others
High School and Beyond First Follow-Up (1982). Technical Report.
National Opinion Research Center, Chicago, Ill.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Jun 83
NOTE- 275p.; For related documents, see ED 214 990 and TM 840 584. Some of the appendices contain small print.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Records; Cohort Analysis; Enrollment; Federal Programs; *Followup Studies; Grade 10; Grade 12; *High Schools; Letters (Correspondence); Longitudinal Studies; *National Surveys; Outcomes of Education; Questionnaires; *Research Design; *Research Methodology; Secondary School Curriculum; Student Characteristics; Student Development; Student Educational Objectives
IDENTIFIERS- *High School and Beyond (NCES)

This report summarizes and documents the major technical aspects of the High School and Beyond First Follow-Up survey. Student data were collected (through questionnaires and tests) from samples of the 1980 High School and Beyond Base Year survey sophomore and senior cohorts, and school data from administrators. High school transcripts for a subsample of participating 1980 sophomores were also gathered. The purposes and major surveys of the National Center for Education Statistics' Longitudinal Studies Program are reviewed. The tests and questionnaires used for the Follow-Up Survey are described. Summary Base Year and detailed First Follow-Up information is provided on: sample design and implementation; data collection; data control and preparation; and data processing. Separate chapters are devoted to the technical aspects of the Transcripts Survey and the Course Offerings and Enrollments Survey. The appendices contain the questionnaires, correspondence from the pre-field and field periods, and critical items for each of the instruments. (BS)

ED 249 259 TM 840 602

Peng, Samuel S.; And Others

Science and Mathematics Education in American High Schools: Results from the High School and Beyond Study. National Center for Education Statistics Bulletin.

National Center for Education Statistics (ED), Washington, DC.
REPORT NO.- NCES-84-211b
PUB DATE- May 84
NOTE- 25p.; Small print in Tables A-3 through A-5.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Records; Advanced Courses; *Courses; Credit Courses; Graduate Surveys; High School Graduates; High Schools; Mathematics Education; Science Education; *Secondary School Mathematics; *Secondary School Science; Student Attitudes
IDENTIFIERS- *High School and Beyond (NCES)

Over 12,000 transcripts from a sample of 1982 high school graduates were collected and analyzed as part of the High School and Beyond Study. The analysis produced four statistics: the average number of years that students took courses in science and mathematics; the percentages of students who had taken three or more years each of science and mathematics; the percentages of students who had earned credit in specific science and mathematics courses; and student attitudes toward mathematics. All statistics were computed for the total sample of 1982 high school graduates and for subgroups defined by sex, race/ethnicity, high school program, socioeconomic status, school type, educational aspiration, and geographic region. Major findings are summarized and discussed in the text while detailed statistics for subgroups are presented in the appendix. (BW)

ED 249 275 TM 840 631

Halpin, Glennelle; Halpin, Gerald
Reliability and Validity of 10 Different Standard Setting Procedures.

PUB DATE- Aug 83
NOTE- 12p.; Paper presented at the Annual Meeting of the American Psychological Association (91st, Anaheim, CA, August 26-30, 1983).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Adults; *Comparative Analysis; *Cutting Scores; Language Arts; *Reliability; Teachers; *Validity
IDENTIFIERS- Angoff Methods; Ebel Method; Nedelsky Method; *Standard Setting

Research indicating that different cut-off points result from the use of different standard-setting techniques leaves decision makers with a disturbing dilemma: Which standard-setting method is best? This investigation of the reliability and validity of 10 different standard-setting approaches was designed to provide information that might help answer that question. The 10 procedures for setting a standard on the Missouri College English Test included: a normative method (33rd percentile), the chance/ideal mean approach, the Ebel method, the Nedelsky method, the Angoff method, and five methods comparing different subsets of practicing teachers. Phi coefficients correlating pass/fail decisions for all two-method combinations of 10 standard-setting procedures ranged from .16 to 1.00 indicating greater consistency or agreement between some methods (e.g., practitioners--borderline group) than others (e.g., chance/ideal mean--masters). Phi coefficients between pass/fail with the 10 standard-setting methods and pass/fail on an external criterion ranged from .20 to .40 indicating greater validity for some methods (e.g., practitioners and borderline group) than for others (e.g., non-masters). (Author/BW)

ED 249 291 TM 840 651

Sattes, Beth Dankert, Ed.

Effective Schools Are America's Best Bet: Summary and Proceedings of the AEL Regional Forum (1983). AEL Occasional Paper 011.

Appalachia Educational Lab., Charleston, W. Va.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.

PUB DATE- Dec 83

NOTE- 167p.

CONTRACT- 400-83-0001

LANGUAGE- English

EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Computer Managed Instruction; *Computers; *Computer Software; Educational Trends; Elementary Secondary Education; Evaluation Methods; Futures (of Society); Microcomputers; Personnel Evaluation; *Research Utilization; School Districts; *School Effectiveness; *State Programs

IDENTIFIERS- Appalachia Educational Laboratory WV; New Jersey; North Carolina; Tennessee; West Virginia

the 1983 Appalachia Educational Laboratory (AEL) Forum brought together educational researchers and practitioners to learn from one another by sharing their innovations, successes, concerns, and progress in utilizing research and development to promote excellence in their state and local education agencies. Two thematic strands: (1) applications of effective schools research and (2) effective applications of technology in schools, were carried out through nine presentations. The keynote address, by Shirley McCune, provides an overview of future directions for education. Examples of applications of school effectivenss research are described by Donald McNeely (New Jersey Education Association), Jack Sanders (Appalachia Educational Laboratory), J. R. Brendell and others (North Carolina), Catherine Prentis and Jim Oakes (Tennessee), Charles D. Duffy and others (West Virginia), and Joseph C. Basile and others (Ohio County, West Virginia). Applications of technology are described by Vicki Cohen (evaluating educational software), Nelson Towle and others (computer use in Florida schools), and Mary Lovern and others (computerized instructional management system in Lynchburg, Virginia). (BW)

ED 249 305 UD 023 756

Taylor, William L.
Affirmative Action in the United States.
PUB DATE- May 84
NOTE- 35p.; For conference proceedings, see UD 023 748.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Affirmative Action; Court Litigation; Educational Opportunities; Equal Education; Equal Opportunities (Jobs); Federal Government; *Government Role; Higher Education; Minority Groups; *Public Policy; *Racial Discrimination; *Sex Discrimination

This paper presents a broad overview of affirmative action in the United States, in regard to the provision of equality for Blacks, Hispanics, and women. Section I presents a brief history, while section II summarizes current policies that require or encourage the conscious use of race and sex as a remedial device in allocating jobs or educational opportunities. Several areas are discussed: (1) the prohibition of "unintentional" discrimination in employment, focusing on the Supreme Court's ruling in Griggs v. Duke Power Company and the ruling's impact on selection criteria and methods; (2) obligations of government-aided institutions, including government contractors and educational institutions, as well as the Federal government itself; (3) numerically based remedies provided by Federal courts; and (4) the legal encouragement of voluntary affirmative action (especially court rulings on reverse discrimination and the permissible scope of affirmative action by private institutions). Section III assesses the impact of affirmative action, citing data showing, despite small gains, that unemployment remains a great problem for Blacks, that women's salaries are barely more than half of what men earn, and other signs of inequity. Nonetheless, it is argued, the past two decades have produced more progress than any other historical period. Finally, section IV presents the views of proponents and opponents of affirmative action. (KH)

ED 249 320 UD 023 827

Paz, Ruth
Project Education and Community Development, Ofakim, Israel. Summary Report, Stage I: September 1977-August 1980.
Negev Regional Coll. Hof Ashkelon (Israel). Inst. for Education and Community Development.
SPONS. AGENCY- Bernard Van Leer Foundation, The Hague (Netherlands).
PUB DATE- 80
NOTE- 185p.; For related documents, see UD 023 828-830.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - General (140) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Community Development; *Disadvantaged; *Early Childhood Education; Family School Relationship; Foreign Countries; Home Programs; *Intervention; Kindergarten; Minority Groups; Mothers; Paraprofessional Personnel; Parent Child Relationship; *Parent Education; Parent Participation; Parent Teacher Cooperation; Welfare Recipients; Welfare Services
IDENTIFIERS- *Education and Community Project (Israel); Israel

This report traces the growth of Project Integrated Education and Community Development (now known as the Education and Community Project) in the town of Ofakim, Israel, from its conceptual beginnings in 1977 through the first three years of its development into a multifaceted community education program. The project, conducted in predominantly minority (Islamic Jewish) neighborhoods, aimed to decrease the community's dependence on outside assistance, improve its ability to solve problems through reliance on its own resources, enhance its self-image and self-esteem, and enrich the quality of community life. These goals were developing programs actively involving parents in their children's and their own education; additional benefits would thus be the reduction of reliance on professional educators, improved quality and effectiveness of education, and the creation of an educational ecology more conducive to the child's development. Part I of the report introduces the project and describes its goals and strategies and the evaluation plan. Part II traces the course of development of various project components and outlines the content and specific aims of each. Discussed are (1) the Community School Project; (2) Kindergarten Teachers' Workshop in Parent Involvement; (3) play corners in pediatric clinics; (4) the EMRA Home-Intervention Programme; and (5) the training of local women to staff these programs. Part III focuses on various aspects of project development from an analytical viewpoint. An evaluation report on Phase I of Project Integrated Education and Community Development, prepared by Amir Ben-Porat, appears as Appendix A of the report. Appendix B lists the previous progress reports and work plans produced by the project. (GC)

ED 249 334 UD 023 849

Stokes, DeVon R.; And Others
Nonverbal Communication and Channel Perception: Their Relationship to the Afrocentric World View.
PUB DATE- 83
NOTE- 38p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Black Culture; *Nonverbal Communication; *Racial Differences; *Sex Differences; *Social Differences; Socioeconomic Background; Whites
IDENTIFIERS- *Channel Perception

The purpose of this research was to investigate nonverbal communication through channel perception while observing any significant differences among race, sex, and social class background variables. In addition, differences and/or similarities in Afrocentric and Eurocentric world views in regard to nonverbal channel perception and cultural differences were studied. Rosenthal and his associates' (1979) Profile of Nonverbal Sensitivity test (PONS), representing eleven channels of nonverbal behavior, was administered to 172 American black college students (n=66) and white college students (n=106). The Belief Systems Analysis scale (BSA) by Myers was given to 105 of the 172 subjects; this scale determines the degree to which a person subscribes to a particular cultural world view. A three-way (race X sex X social class) multiple analysis of variance was performed on the eleven channels plus the total score for the PONS test. The data indicated a significant main effect due to the race variable and sex variable, for six and five channels respectively, along with the total scores. White college students scored higher than black students and females scored higher than males on these channels. Significant differences with the social class variable only occurred within one of the channels, and sex X social class interaction was indicated within another. A three-way (race X sex X social class) analysis of variance on the BSA scores indicated that black college students scored higher than white college students. No significant differences occurred between social classes; however a sex X social class interaction was indicated. Males from nonprofessional family backgrounds, and females from professional and nonprofessional backgrounds scored higher than males from professional family backgrounds. There were no significant differences between the sexes within the nonprofessional family background variable. (Author/GC)

ED 249 170 SO 015 965

Clark, Elizabeth J., Ed.; Fritz, Jan M., Ed.
Clinical Sociology Courses: Syllabi, Exercises and Annotated Bibliography. Resource Materials for Teaching.
American Sociological Association, Washington, D.C.; Clinical Sociological Association, Washington, DC.
PUB DATE- 84
NOTE- 148p.; For related teaching resources, see SO 015 958-968.
AVAILABLE FROM- ASA Teaching Resources Center, 1722 N St., N.W., Washington, DC 20036 ($8.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Course Content; Course Descriptions; Curriculum Guides; Educational History; Experiential Learning; Graduate Study; Instructional Materials; Internship Programs; Learning Activities; Postsecondary Education; Seminars; *Social Psychology; *Sociology; Undergraduate Study; Workshops
IDENTIFIERS- *Clinical Sociology

One of a series of resources for teaching sociology at the postsecondary level, this volume includes outlines of survey, internship, and specialized courses in the field of clinical sociology as well as a selection of classroom exercises developed by clinical sociologists. Material is divided into nine sections. Section I, an introduction, provides a definition of clinical sociology, a brief history of the field, and an overview of the Clinical Sociology Association Curriculum File Project. Section II contains outlines of nine undergraduate courses in clinical sociology. Section III contains syllabi for four graduate courses in clinical sociology offered at universities around the nation. Outlines for three practicum courses are contained in section IV. Thirteen specialized courses taught from a clinical sociology perspective are provided in section V. Examples of courses described are community conflict intervention, social network therapy, and small group dynamics. Outlines generally identify professor and university and include a course description, course objectives, required texts or assignments, and units of study. Section VI contains over 20 classroom exercises, ideas, and sample lesson plans. The remaining three sections consist of a 6-page annotated bibliography, a list of contributors, and an author index. (LP)

ED 249 185 SP 025 074

Weeks, Sandra
Careers in Dance.
PUB DATE- 30 Mar 84
NOTE- 25p.; Paper presented at the Annual Convention of the American Alliance for Health, Physical Education, Recreation and Dance (Anaheim, CA, March 29-April 2, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Careers; *Dance; Dance Education; Dance Therapy; *Employment Opportunities; Employment Qualifications; Fine Arts; Job Training; *Labor Market; *Salaries; Teaching (Occupation); Theater Arts

Trends in the current job market in the field of dance are identified, and aspects, such as personal qualifications, training requirements, income potential, and employment possibilities, are discussed. Employment opportunities in the professional world, the field of education, and the corporate environment are explored. Career opportunities for dance in the following areas are discussed: (1) professional dance--ballet, modern, jazz, musical comedy, ethnic, and tap; (2) teaching dance in studios, public and private schools, and colleges and universities; (3) dance choreography; (4) dance therapy; (5) dance medicine; (6) dance writer--author of books, articles, journals, and tests; archivist/historian; researcher; and dance critic for newspapers, magazines, or television; (7) dance notation, notation teacher, reconstructor, or autographer; and (8) arts management. Related areas, such as those associated with the technical production of dance programs, are briefly mentioned. (JD)

ED 249 202 SP 025 289

Flatten, Kay; And Others
Outreach: Recreation and Exercise for the Home-Centered Elderly.

PUB DATE- 84
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Delivery Systems; Exercise; Health Programs; *Homebound; *Home Visits; Human Services; *Older Adults; Recreational Programs; *Volunteer Training

The increasing need for "friendly visitor" programs for the homebound elderly has led to the development of curricular and training materials provided by "Outreach: Recreation/Exercise for Home-Centered Elderly." The "Outreach" materials are designed to train and guide volunteers who work with older adults. The materials are organized into twelve units: (1) exercise for strength and flexibility; (2) arts and crafts; (3) remembering the past; (4) exercise for arthritis and diabetes; (5) exercise for special purposes; (6) understanding old age; (7) music; (8) hobbies; (9) different cultures; (10) food and nutrition; (11) literature; and (12) games. The first section of the visit plan provides basic information to the volunteer service provider, such as a description of the specific activity, benefits of the activity, and goals and objectives of the activity. The second section provides information regarding what the volunteer service provider will need to do in preparation for the visit. In the third section, the volunteer is provided step-by-step instructions for conducting the activity. Lastly, the visit plan includes ideas for modifying the visit to meet individual needs and tips for safety. (JD)

ED 249 217 SP 025 345

Kroth, Roger; Krehbiel, Roberta
Parent-Teacher Interaction.
Minnesota Univ., Minneapolis. National Support Systems Project.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.
PUB DATE- Sep 82
NOTE- 183p.; For other modules in this series, see ED 238 844 and SP 025 332-354. For the genesis of these modules, see ED 186 399. Reviewed by Richard Simpson and Martha Ziegler.
GRANT- OEG007902045
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Communication Skills; Higher Education; Learning Modules; *Mainstreaming; Parent Attitudes; Parent Participation; Parent Teacher Conferences; *Parent Teacher Cooperation; Preservice Teacher Education; *Teacher Education Curriculum; *Teacher Educators
IDENTIFIERS- Education for All Handicapped Children Act

This module (part of a series of 24 modules) is on philosophies, competencies, and skills that will aid the teacher in communicating with parents. The genesis of these materials is in the 10 "clusters of capabilities," outlined in the paper, "A Common Body of Practice for Teachers: The Challenge of Public Law 94-142 to Teacher Education." These clusters form the proposed core of professional knowledge needed by teachers in the future. The module is to be used by teacher educators to reexamine and enhance their current practice in preparing classroom teachers to work competently and comfortably with children who have a wide range of individual needs. The module includes objectives, scales for assessing the degree to which the identified knowledge and practices are prevalent in an existing teacher education program, and self-assessment test items. Topics discussed in this module include a rationale for parent/teacher interaction, a mirror model of parental involvement, listening skills, conferencing skills, information-sharing strategies, and parent involvement groups. A bibliography and articles are included on parental involvement with the schools, and improving conferences with parents of exceptional children. (JD)

ED 249 231   TM 840 463

Oxford-Carpenter, Rebecca L.; And Others
Army Job Training Development and Testing Practices Compared to the Instructional Systems Development Model.
Army Research Inst. for the Behavioral and Social Sciences, Alexandria, Va.
PUB DATE- Apr 84
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984). Small print in Table 2.
CONTRACT- MDA-903-82-C-0531
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adults; Criterion Referenced Tests; Instructional Development; *Instructional Systems; Job Training; *Military Training; *Models; Performance Tests; Test Construction; *Testing; Testing Programs; Test Reliability; Test Validity
IDENTIFIERS- *Army; *Instructional Systems Development Model

This paper presents an evaluation of Army job training development and testing practices, with a focus on Advanced Individual Testing. Information comes from intensive interviews with school instructors and from observations in the schools. Results indicate that some aspects of the Instructional Systems Development (ISD) model have been implemented less than ideally in Army training installations, while others have been implemented well or are improving. Many testing and training practices are not standardized within or across courses, though courses are almost all lock-step or group-paced at this time. Reliability and validity indices are not calculated by most schools. On the positive side, most tests appear to be criterion-referenced and hands-on, though there is a blurring of distinctions among test types in current Army use. Seven major implications are drawn from these findings. They relate to standardization of training development and test practices, interaction between schools which develop training and tests and schools which instruct, the use of audit trails, statistical properties of tests, the use of hands-on tests, philosophical and instructional conflicts, and the cyclic nature of Army training development and testing practices. (Author/BW)

ED 249 245 TM 840 586

Sawyer, Richard
Determining Minimum Sample Sizes for Multiple Regression Grade Prediction Equations for Colleges. Research Report No. 83.
American Coll. Testing Program, Iowa City, Iowa. Research and Development Div.
PUB DATE- Feb 84
NOTE- 11p.
AVAILABLE FROM- ACT Publications, P.O. Box 168, Iowa City, IA 52243 ($1.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Entrance Examinations; *College Freshmen; Grade Point Average; *Grade Prediction; Higher Education; Multiple Regression Analysis; Predictive Measurement; Reliability; *Sample Size
IDENTIFIERS- American College Testing Program

The American College Testing (ACT) Program offers research services through which colleges can predict the freshman grades of their future students. This paper describes research done to establish a minimum sample size requirement for calculating least-squares prediction equations for college freshman grade average. Prediction equations were developed from the 1974-80 freshman grade data at all colleges participating in the ACT Research Services with between 70 and 100 freshmen. Separate subgroup equations were also developed for the males and females at each college. The prediction equations were then cross-validated against the grades of the 1981-82 freshmen at each college. Results confirmed that total group predictions based on 70 or more students have the same accuracy as predictions based on large samples. Moreover, the results from separate-sex prediction equations lent further support to the idea that a base sample size as low as 50 would be satisfactory. (Author/BW)

ED 249 260 TM 840 605

Tobias, Sigmund
Test Anxiety: Cognitive Interference or Inadequate Preparation?
SPONS. AGENCY- Army Research Inst. for the Behavioral and Social Sciences, Alexandria, Va.
PUB DATE- Apr 84
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Cognitive Processes; Study Skills; *Test Anxiety; Testing Problems; Test Wiseness; *Theories

This paper reviews the differences between two interpretations accounting for the poor test performance of high anxious students: (1) that anxiety interferes with retrieval of prior learning; or (2) that, due to study skills deficits, the initial acquisition by anxious students is less thorough than by those lower in anxiety. Research results dealing with both hypotheses are reviewed. It is concluded that these are complementary, rather than mutually exclusive, formulations. A hypothesis is advanced predicting that test anxiety debilitates performance by reducing the cognitive capacity available for task solution, and that study skills facilitate learning by reducing the cognitive capacity demanded by different tasks. (Author)

ED 249 276   TM 840 632

Report of Student Performance: Update from Spring 1981 to Spring 1984. North Carolina Annual Testing Program. Basic Skills.

North Carolina State Dept. of Public Instruction, Raleigh. Div. of Research.

PUB DATE- 84
NOTE- 227p.; Tables contain small print.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; *Basic Skills; Elementary Education; Junior High Schools; Language Arts; *Longitudinal Studies; Mathematics Achievement; National Norms; Reading Achievement; School Districts; *Scores; Spelling; State Norms; *State Programs; *Testing Programs
IDENTIFIERS- *California Achievement Tests; North Carolina; *North Carolina Annual Testing Program

In April of each year, North Carolina students in the 1st, 2nd, 3rd, 6th, and 9th grades participate in the state's Annual Testing Program. In 1984, the California Achievement Tests in reading, mathematics, language, and spelling were administered. This publication reports student performance for years 1981 through 1984. The body of the report is limited to a summary of student performance for the entire student population in the state and for the total student population in each of the eight educational regions. The level of student achievement for 1984 as well as the 1984 summary of student achievement for each of the 142 local education agencies is provided in the Appendix. Change in statewide student achievement between 1981 and 1984, for grades 3, 6, and 9, are highlighted. Since the performance of North Carolina students is being compared with a national population of students, a comparison of the state with the nation on other selected variables is also included: per capita income, average educational level, and per capita expenditures for public schools. (BW)

ED 249 128 SO 015 891

Gartenhaus, Alan
Museums and Critical Thinking Skills for Students.
PUB DATE- 84
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cognitive Processes; Convergent Thinking; Creative Thinking; Creativity; *Critical Thinking; Discovery Processes; Divergent Thinking; Educational Objectives; Elementary Secondary Education; Instructional Materials; Learning Activities; *Museums; Problem Solving; Realia; Teaching Methods
IDENTIFIERS- Art Criticism

Museum objects can be the springboard for exercising critical thinking. There are four main thought processes associated with critical thinking: (1) fluent thinking, the ability to produce many ideas; (2) flexible thinking, the ability to view something in different ways; (3) original thinking, the ability to produce unique ideas; and (4) elaborative thinking, the ability to embellish. Educators working to develop problem-solving abilities must encourage students to search for and evaluate alternatives using these thought processes. Museums make excellent environments in which to allow for productive mental play. For example, museum objects can be examined and contemplated for the number of things they can tell us (fluency), other possible ways that this expression could be communicated (flexibility), the way in which someone might have chosen to communicate the same thing (originality), or the many details that the object includes which can tell us more than might have been perceived at first glance (elaborative). Also included are a discussion of the types of objectives covered by each of the six levels of the cognitive domain and an art critic learning activity. (RM)

ED 249 142 SO 015 919

A Study of Selected Eighth Grade United States History Textbooks. 1982-83 Michigan Social Studies Textbook Study. Volume I. Overview, Summary of Findings, Appendices.

Michigan State Board of Education, Lansing.

PUB DATE- 84

NOTE- 466p.; For volumes II and III, see SO 015 920-921.

LANGUAGE- English

EDRS Price - MF01/PC19 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Bilingual Students; Check Lists; Cultural Pluralism; Disabilities; Ethnic Bias; Evaluation Criteria; Foreign Countries; Gifted; Global Approach; Grade 8; Junior High Schools; Racial Bias; Readability; Sex Bias; *Social Studies; Textbook Bias; Textbook Content; *Textbook Evaluation; *United States History

This volume describes a study of 10 frequently used eighth grade U. S. history textbooks which were examined to determine the extent to which they reflected pluralism in the United States, promoted the concept of global interdependence, and were educationally sound. The ten texts examined were: "American History for Today" (Ginn), "America: Its People and Values" (Harcourt), "We the People: A History of the United States" (D.C. Heath), "The American Way" (Holt), "This is America's Story" (Houghton Mifflin), "Two Centuries of Progress--United States History" (Laidlaw), "The Free and the Brave: The Story of the American People" (Rand McNally), "American Adventures" (Scholastic), "America! America!" (Scott, Foresman), and "Let Freedom Ring" (Silver Burdett). Major findings include the following: (1) publishers have continued their attempts to develop materials which accurately portray pluralism; (2) while none of the textbooks were adequate in all respects and categories, the treatment of blacks and of sex equity was significantly better than results found in earlier studies; (3) in regard to the treatment of American Indians, Hispanics, the handicapped, and bilingual students, a large number of deficiencies were identified; (4) the international aspects of our history and our contemporary society are grossly underrepresented, with references to other nations and cultures being weak and frequently distorted, and (5) in terms of educational soundness, scholarship, and readability, comments and ratings were, in general, favorable. Appendices include a series of evaluation criteria checklists, guidelines for reviewers, and a bibliography on textbook evaluation. (LH)

ED 249 156 SO 015 942

Rammage, Alix
Pottery from Pakistan. A Handbook.
City of Birmingham Polytechnic (England). Dept. of Art.
PUB DATE- 81
NOTE- 97p.; Developed by the Ethnographic Resources for Art Education Project and The Pottery Cultures Project. For related documents on pottery, see SO 015 940-941. Illustrations may not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Art Activities; Art Education; Art History; *Ceramics; Cross Cultural Studies; Cultural Background; *Cultural Education; Cultural Traits; *Design Crafts; Elementary Secondary Education; Folk Culture; *Islamic Culture
IDENTIFIERS- *Pakistan

One of three handbooks dealing with pottery traditions from around the world, this packet draws together information about historical, ethnographic, and pottery traditions of Pakistan. The handbook begins with a brief discussion of Pakistan's land and people, a short history of Pakistan, Islamic pottery traditions, and Pakistan potters and religion. Subsequent sections discuss the role and traditions of potters, sources and types of clay, the earlier use of the single wheel, the use and design of a potter's wheel (Dukan), and methods of making water pots in the Nortn West Frontier Province. Additional pottery techniques described include making a water pot using a mould, decorating unglazed ware, identifying unglazed pottery types, tandur making (a type of oven used for making bread), and constructing a rice husking mill, foot scrapers, clay musical instruments, glazed ware, and tiles. Because the painted decorations of Pakistanian glazed ware are its most dominant characteristic, subsequent sections deal with decoration and preparation of multan glazes. Charts showing the composition of glaze batch materials and sequence of preparation, application, and decoration are provided. A brief word about the firing of glazed

ware and glazed ware pottery types precedes a workshop section, which includes step-by-step instructions for using a combined mould and throwing technique, making a double-walled pot (Cilam), and making a musical instrument. (LH)

ED 249 292 TM 840 743

Fetters, William B.; And Others

Quality of Responses of High School Students to Questionnaire Items. High School and Beyond: A National Longitudinal Study for the 1980's.

National Center for Education Statistics (ED), Washington, DC.

REPORT NO.- NCES-84-216

PUB DATE- Sep 84

NOTE- 64p.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Grades (Scholastic); High Schools; *High School Students; Longitudinal Studies; National Surveys; Parents; *Questionnaires; *Reliability; Student Characteristics; Twins; *Validity

IDENTIFIERS- *High School and Beyond (NCES)

Three features of High School and Beyond (HS&B) provide rare opportunities for examining the quality of the responses of high school students to group-administered questionnaires: (1) many identical or similar items also were asked in questionnaires completed by about 6,500 of the students' parents; (2) high school transcripts containing information about coursework and grades were obtained in fall 1982 for about 16,000 of the 1980 sophomore cohort HS&B participants; and (3) questionnaire data were obtained from both members of more than 500 twin pairs. This study evaluated the validity of student responses, using the parent questionnaire data as a standard; the validity of student reports of their grades, using transcript data as a standard; and the reliability of student responses, estimated from twin data. The results of analyses of the three HS&B data sets were generally quite consistent with the findings of previous investigations. The quality of student questionnaire data depended on both the nature of the questions asked and the characteristics of the student who provided the answers. (Author/BW)

ED 249 306 UD 023 757

Greenberg, Jack
Affirmative Action in Other Lands: A Summary.
PUB DATE- May 84
NOTE- 12p.; For conference proceedings, see UD 023 748.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Affirmative Action; *Ethnic Groups; *Foreign Countries; Government Role; *Public Policy; *Social Discrimination; *Social Stratification

This paper briefly summarizes issues in affirmative action covered by the conference papers preceding it in the same volume. First, the definition of affirmative action adopted by the United Nations at an international convention in 1969 is reviewed. Based on this definition, the countries covered in the conference papers are classified as follows: (1) those that have affirmative action complying with the definition (Malaysia, India, Israel, and the United States); (2) countries with arrangements that do not exactly comply with the definition, but that are similar in purpose (Nigeria and Peru); (3) Yugoslavia, which as a federation of nations and nationalities has had affirmative action within a regional minority area; and (4) countries that have nothing which may be described as affirmative action (Sudan and West Germany). Groups targeted by the affirmative action policies in individual countries are then mentioned. Following this, areas in which the policies are applied (e.g., employment, education) are reviewed. Finally, the paper considers both justification for and objections to affirmation action and concludes that although the phenomenon often is necessary, it must be used carefully, and it does not reform an economically stratified society. (GC)

ED 249 321 UD 023 828

Levin-Ronsalis, Miri

Project Education and Community Development, Ofakim, Israel.
Evaluation Report for the Period January-June 1981.

Ben Gurion Univ. of the Negev (Israel). H. H. Humphrey Center for Social Ecology.

SPONS. AGENCY- Bernard Van Leer Foundation, The Hague (Netherlands).
PUB DATE- 81
NOTE- 113p.; For related documents, see UD 023 827-830.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Community Development; *Disadvantaged; Early Childhood Education; Family School Relationship; Foreign Countries; Home Programs; *Intervention; Kindergarten; *Minority Groups; Mothers; Paraprofessional Personnel; Parent Child Relationship; *Parent Education; Parent Participation; Parent Teacher Cooperation; Program Effectiveness; Program Evaluation; Welfare Services
IDENTIFIERS- *Education and Community Project (Israel); Israel

This is the second report evaluating Project Education and Community Development, a project which was conducted in largely Islamic Jewish, disadvantaged neighborhoods in Ofakim, Israel. Part I describes the project's background, aims and objectives, intervention strategies, and implementation phases. Part II consists of an evaluation of the project's components from January through June, 1981. Three programs are discussed separately: (1) the EMRA Home-Intervention Programme, a community based program for mothers of infants and toddlers living in relative social isolation and possessing little awareness of the importance of providing their children with a stimulating and enriching home environment; (2) a program which set up play corners in several pediatric clinics; and (3) the Neighbourhood Centre Programme, a program which opened centers for parent education and early childhood education enrichment. Appended are the various interview and assessment instruments used to evaluate the project. (GC)

ED 249 335 UD 023 853

Etzioni, Amitai
Self-Discipline, Schools, and the Business Community.
Chamber of Commerce of the United States, Washington, DC. National Chamber Foundation.

PUB DATE- 84
NOTE- 63p.; Project made possible by grants from Aetna Life and Casualty Company, American Telephone and Telegraph, Cabot Corporation Foundation, CIGNA Corporation, Combustion Engineering Inc., Middle South Services, Inc., and United Parcel Service.
AVAILABLE FROM- National Chamber Foundation, 1615 H Street, N.W., Washington, DC. 20062 ($8.50 per copy plus $1.50 postage and handling).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - General (140)
DESCRIPTORS- *Business Responsibility; *Discipline; *Education Work Relationship; Elementary Secondary Education; Homework; Private Schools; Public Schools; *School Business Relationship; *School Effectiveness; School Role; *Self Control; Student Attitudes

This report focuses on self-discipline as a cornerstone in the educational development of a productive workforce and asserts that young people today are not developing a sufficient degree of self-discipline in the course of their education. Chapter I, an introduction, cites the economic costs to employers of poor academic preparation among young people entering employment and cites the threat to America's competitiveness posed by a poorly educated populace. Chapter II states the need for improvement efforts to move from a narrow focus on teaching to a more encompassing outlook on education, as an enterprise involving both cognitive and psychic development. Chapter III discusses the significance of inadequate self-discipline. Findings from the recent Coleman Report on public and private schools are cited and quantitative data are presented regarding factors said to be indicative of self-discipline: homework (number of hours per week), the effectiveness and fairness of school discipline (as perceived by students), and the level of teacher interest in students (as perceived by students). Chapter IV briefly considers the negative relationship between self-discipline and discipline enforced externally. Chapter V examines areas that must be addressed if educational reforms are to have an effect on self-discipline. These include (1) the importance of non-instructional school experiences; (2) enhancing classroom environment; (3) reducing external pressures placed on young people; (4) strengthening curricula; (5) improving student study habits; (6) increasing community involvement in the schools; and (7) removing burdensome government regulations. In conclusion, Chapter VI stresses that the schooling process should be viewed as an extracurricular activity with broad educational mandates, and calls for the business community to aid schools in helping to develop responsible employees and citizens. (GC)

ED 249 186 SP 025 103

Beck, John J.; And Others
Perceived Relative Importance of Content and Process to Effective Teaching.
PUB DATE- Jul 84
NOTE- 32p.; Document may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; *Course Content; Elementary Secondary Education; *Knowledge Level; Public School Teachers; Relevance (Education); Student Motivation; *Teacher Attitudes; Teacher Education Programs; *Teacher Effectiveness; Teaching Methods; *Teaching Skills

A study was made of the attitudes of educators toward the relative importance of mastery of subject matter and mastery of teaching skills in teacher education programs. Three groups were sampled: 687 public school teachers, 448 public school principals, and 182 members of local boards of public schools. Responses to a mailed questionnaire revealed that 74.5 percent of the surveyed population perceived teaching processes to be of greater importance to effective teaching than was content expertise. An analysis is presented of these findings of opinions within each group, and comparisons are made among groups. The perceptions of the 23.9 percent of the respondents who perceived content to be of greater importance are also examined. Implications for teacher education programs are discussed and recommendations are made on maintaining an appropriate balance between necessary content mastery and process mastery. A copy of the questionnaire is appended, as well as a tabular breakdown of data results by groups and individual characteristics of the respondents. (JD)

ED 249 203 SP 025 300

Kohn, Robert
The Health Centre Concept in Primary Health Care. Public Health in Europe 22.
World Health Organization, Copenhagen (Denmark). Regional Office for Europe.
REPORT NO.- ISBN-92-890-1158-0
PUB DATE- 83
NOTE- 241p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Books (010)

DESCRIPTORS- *Community Centers; Decision Making; *Delivery Systems; Financial Support; Foreign Countries; *Health Services; Job Training; Management Systems; *Medical Services; *Organizational Development; *Primary Health Care; Public Health; Recordkeeping; Staff Utilization; Teamwork

This report discusses world-wide efforts to provide health services in centers that are outside institutions and provide ambulatory care in the patient's home. Emergency services, although a form of primary care, are dealt with only to the extent that they are part of an organization designed to provide general primary care, but not where they are independent or attached to a hospital. Topics covered are: (1) staffing patterns of primary health care centers; (2) teamwork within the centers; (3) range of services provided; (4) record keeping and information utilization in patient care; (5) management and decision making; (6) organizational structures; (7) primary health care and the community; (8) financing of centers; and (9) distinctions between socialized and pluralistic systems of primary health care. (JD)

ED 249 261 TM 840 609

Laing, Joan; Farmer, Merine

Use of the ACT Assessment by Examinees With Disabilities.

American Coll. Testing Program, Iowa City, IA. Research Div.
REPORT NO.- ACT-RR-84
PUB DATE- Apr 84
NOTE- 34p.
AVAILABLE FROM- ACT Publications, P.O. Box 168, Iowa City, IA 52243
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Entrance Examinations; *Disabilities; Grade Point Average; Hearing Impairments; Higher Education; Learning Disabilities; Physical Disabilities; *Predictive Validity; Scores; Standardized Tests; *Testing; Testing Problems; *Test Validity; Visual Impairments
IDENTIFIERS- *ACT Assessment; American College Testing Program

This report summarizes selected information from American College Testing (ACT) Program records (1978-79 through 1982-83) for five groups of ACT Assessment examinees: (1) examinees who indicated that they did not have a disability that might require special services from the college they planned to attend (these examinees tested on national test dates under timed conditions and used standard materials); (2) examinees who indicated that they did have a disability that might require special services from the college they planned to attend, but who tested on a national test date under timed conditions and used standard materials; (3) examinees who were specially tested because of motor (physical and learning) disabilities; (4) examinees who were specially tested because of visual disabilities; and (5) examinees who were specially tested because of auditory disabilities. Self-reported high school grades, ACT Assessment scores, and accuracy of predicted college grades are discussed. The final section of the paper includes recommendations for further research. Appended statistical tables conclude the document. (Author/KM)

ED 249 277 TM 840 633

Report on Student Homework and Achievement, Spring 1982 and Spring 1983. Special Research Studies, 1983-84.

North Carolina State Dept. of Public Instruction, Raleigh. Div. of Research.

PUB DATE- Sep 83
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Assignments; Elementary Education; *Homework; Junior High Schools; Language Arts; Mathematics Achievement; Performance Factors; Reading Achievement; *Scores; *Time on Task
IDENTIFIERS- California Achievement Tests; *North Carolina

North Carolina students taking statewide achievement tests in grades 6 and 9 were ased two questions about the amount of time they spend doing homework: how much time do you spend doing assigned homework, and how much time do you spend doing work which is not assigned or required by the teacher? The results were compared with their scores on the California Achievement Tests. The results indicate that: (1) doing assigned homework is positively related to higher test scores; (2) girls do more assigned and unassigned homework than do boys; (3) doing assigned homework ranks behind socioeconomic variables in its power to predict student achievement scores in reading, mathematics, and total battery, and ahead of the predictive variable of days absent from school and sex of student; (4) the amount of unassigned homework is less effective than the amount of assigned homework in predicting student achievement; (5) boys in grades 6 and 9 who do equivalent amounts of homework as girls obtain substantially higher scores than do boys generally; and (6) response to homework questions and performance remained stable from 1982 to 1983. (BW)

Steinel, Daniel V., Comp.
Music and Music Education: Data and Information. National Data Review.
Music Educators National Conference, Reston, Va.
PUB DATE- 84
NOTE- 86p.
AVAILABLE FROM- Music Educators National Conference, 1902 Association Dr., Reston, VA 22091 ($10.00 members; $15.00 non-members).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Adult Education; Art Appreciation; Art Education; Art Teachers; Community Attitudes; Degree Requirements; Degrees (Academic); Educational Attitudes; Educational Trends; Elementary Secondary Education; Music Appreciation; *Music Education; Music Facilities; Music Teachers; Occupational Information; Occupational Surveys; Postsecondary Education; Salaries; Standardized Tests; *Statistical Distributions; Student Attitudes; Student Interests; Student Participation; Test Results

Statistical information to help educators assess information needs and trends in music and art education is presented. The first of five sections contains information on occupational conditions. Charts and graphs depict occupational distribution and average annual salaries of recent bachelor's degree recipients, certification in the field of music education, elementary and secondary teaching status of recent bachelor's degree recipients qualified to teach art and music, teacher layoffs and shortages in public and private school art education, relative demand for teachers by teaching area and year, and relative supply and demand of teachers by field and geographic region. Section 2 contains five charts depicting associate, bachelor's, master's, and doctoral degrees conferred in selected art fields. Section 3 consists of charts and graphs showing results of the National Assessment of Educational Progress in art and music and the Scholastic Aptitude Test. Section 4 focuses on participation in the arts. Charts and graphs in this section cover data on student participation in art, student extracurricular art and music activity, public involvement with the schools, and adult education courses. The final section presents data on attitudes and opinions on music hobbies and music-related activities and school coursework. Appendices contain information sources and error estimation tables. An index is included. (LP)

ED 249 171 SO 015 966

Van Valey, Thomas L., Ed.
Preparing Graduate Students to Teach: Syllabi and Related Materials from Graduate Courses on the Teaching of Sociology. Resource Materials for Teaching.
American Sociological Association, Washington, D.C.
PUB DATE- 84
NOTE- 108p.; For related teaching resources, see SO 015 958-968. Pages contain light print that may not reproduce clearly. Supersedes ED 142 462.
AVAILABLE FROM- ASA Teaching Resources Center, 1722 N St., N.W., Washington, DC 20036 ($7.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Course Content; Course Descriptions; Curriculum Guides; *Graduate Study; Instructional Materials; Postsecondary Education; Seminars; *Sociology; *Teacher Education Curriculum; *Teaching Assistants; Workshops

This publication contains course outlines and descriptions of 13 graduate courses and seminars on how to teach sociology to undergraduates. The syllabi have been selected from universities around the nation. Some of the outlines are detailed, while others are brief descriptions. For example, a syllabus from Texas Women's University on methods of teaching sociology contains a letter of introduction to prospective students; a descriptive outline of course organization, requirements, and evaluation methods; a chart illustrating course format and objectives; a tentative schedule of assignments; guidelines for preparing a teaching unit; and a sample midterm evaluation. Another syllabus from a seminar on teaching sociology offered at Duke University briefly describes course meeting times and readings, details specific assignments and discussion topics, and outlines requirements of the seminar practicum. A table of contents lists courses by university and sociology department course number and by instructor. (LP)

ED 249 218   SP 025 346

Lucas, Christopher J.
Foundational Studies in Education.
Minnesota Univ., Minneapolis. National Support Systems Project.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.
PUB DATE- Sep 82
NOTE- 181p.; For other modules in this series, see ED 238 844 and SP 025 332-354. For the genesis of these modules, see ED 186 399. Reviewed by Jesse Liles.
GRANT- OEG007902045
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Standards; Educational History; *Educational Philosophy; *Foundations of Education; Higher Education; *Humanistic Education; Learning Modules; Mainstreaming; Preservice Teacher Education; Relevance (Education); *Teacher Education Curriculum; *Teacher Educators
IDENTIFIERS- Education for All Handicapped Children Act

This module (part of a series of 24 modules) is on the basic intent of foundational studies in teacher education. The genesis of these materials is in the 10 "clusters of capabilities," outlined in the paper, "A Common Body of Practice for Teachers: The Challenge of Public Law 94-142 to Teacher Education." These clusters form the proposed core of professional knowledge needed by teachers in the future. The module is to be used by teacher educators to reexamine and enhance their current practice in preparing classroom teachers to work competently and comfortably with children who have a wide range of individual needs. The module includes objectives, scales for assessing the degree to which the identified knowledge and practices are prevalent in an existing teacher education program, and self-assessment test items. Journal articles are included on standards for academic instruction in foundations of education, a national assessment of foundations of education, and the foundational education component in regulations governing teacher education and certification. (JD)

ED 249 232 TM 840 474

Carsrud, Karen Banks

Does Pairing Schools Hurt Chapter 1 Students?

Austin Independent School District, Tex. Office of Research and Evaluation.

REPORT NO.- AISD-ORE-83.67

PUB DATE- Apr 84

NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984). Small print in the flow chart, page 12.

AVAILABLE FROM- Office of Research and Evaluation, AISD, 6100 Guadalupe, Box 79, Austin, TX 78752.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- *Academic Achievement; Aptitude Treatment Interaction; *Desegregation Effects; *Economically Disadvantaged; *Elementary School Students; *Federal Programs; Federal Regulation; Longitudinal Studies; Outcomes of Education; Primary Education; School Desegregation

IDENTIFIERS- *Austin Independent School District TX; *Education Consolidation Improvement Act Chapter 1

This longitudinal study investigated the loss of Education Consolidation Improvement Act Chapter 1 services and its effect on student achievement in Austin Independent School District schools desegregated by court order through school pairing or revision of school attendance boundaries. The achievement of two groups of kindergarten through third grade students served by Title I prior to desegregation was measured across four years. Chapter 1 replaced Title I, but is the same program. One group was students remaining in TItile I/Chapter 1 schools, the other was students reassigned to non-Title I/Chapter 1 schools. Achievement was measured by 1980 Reading Total grade equivalent scores on the Iowa Test of Basic Skills. The 1980 pre-reading composite score on the Metropolitan Readiness Tests was used for the kindergarten pretest. Analyses showed students in the non-Chapter 1 schools had equal or higher posttest scores than students with the same pretest scores in Chapter 1 schools. Findings also: (1) support research suggesting beneficial effects for economically disadvantaged students in attending schools with larger percentages of economically advantaged students; and (2) indicate that the current method for selecting Chapter 1 schools has some utility. (BS)

ED 249 246 TM 840 587

Hult, Richard E., Jr.; And Others
Differential Effects of Note Taking Ability and Lecture Encoding Structure on Student Learning.
PUB DATE- Feb 84
NOTE- 12p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (West Palm Beach, FL, February, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *College Students; Comparative Analysis; Content Analysis; *Encoding (Psychology); Higher Education; Language Processing; *Learning Processes; Lecture Method; *Notetaking

The study examined the encoding function in student note taking in relationship to learning from a university lecture. It was expected that note taking effectiveness would be positively related to learning; and, that the notes of high and low effective note takers would differ significantly. After pretesting, a 551-word lecture on research methods was presented to an undergraduate human development class at the University of South Carolina. Immediately following the lecture, the notes of all 49 students were collected and a 10 item objective posttest was administered. The notes were examined on three measures of the lecture's 26 idea units and four encoding transformation indicators. The notes of high and low effective notetakers were compared. Results indicated support for both hypotheses suggesting that effective note taking as an activity, and independent of note review, is positively related to learning and does involve a semantic encoding function which appears to be required for comprehension level learning. (Author/BS)

ED 249 293 UD 023 209

Anderson, Ronald E.; And Others

Computer Inequities in Opportunities for Computer Literacy.

Minnesota Univ., Minneapolis. Minnesota Research and Evaluation Center.

SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- Sep 83
NOTE- 14p.
GRANT- SED-8022125-A01
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Access to Education; *Computer Literacy; *Computers; *Economically Disadvantaged; Educational Equity (Finance); *Educationally Disadvantaged; Equal Education; Racial Differences; Rural Urban Differences; Secondary Education; Sex Differences; Surveys

The Science Assessment and Research Project conducted an assessment of the opportunities for computer learning in the nation's schools. As part of this study, 15,847 junior and senior high school students (13 and 17 years old) responded to a questionnaire regarding computers and computer usage. This is a summary of the findings: Opportunities for computer learning in our nation's schools are increasing, but inequities continue. Low-income, female, and rural students are especially disadvantaged in receiving computer experiences and computer literacy in school. Computer programming enrollment remains primarily limited to males attending computer-rich schools in large cities. Furthermore, over 60 percent of the senior high students and 70 percent of the junior high students have never had a chance to use a computer in school, as of the 1981-82 school year. Inequity in computer learning appears to have diminished for black students. Before interpreting this finding optimistically, however, further research should be done to determine the quality as well as the quantity of educational computing. (Author/GC)

ED 249 307 UD 023 764

Orum, Lori S.
Hispanic Dropouts: Community Responses.
National Council of La Raza, Washington, D.C.

PUB DATE- Jul 84
NOTE- 27p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Access to Education; Demography; Dropouts; Elementary Secondary Education; Enrollment; *Hispanic Americans; *Population Distribution; Postsecondary Education; School Demography; *School Segregation; Student Attitudes; Student Characteristics

This paper focuses on the dropout rate of Hispanic students and provides an overview of dropout programs developed by Hispanic community-based organizations (CBOs). First, the paper documents the disproportionately high percentage of Hispanic dropouts, and considers the way in which school districts compile and report dropout statistics. Next, dropout causes and contributing factors are described. These include family background and responsibilities; parental expectations; school experiences; low socioeconomic status; lack of support from teachers and counselors and from student programs; and the fact that many Hispanic students attend schools with limited resources. Low student achievement and the resulting tendency to drop out are also linked to the widespread enrollment of Hispanics below grade level--a prevalent problem among the limited English proficient. Because of their limited financial resources, Hispanic CBOs are said to rely largely on existing services for presenting or helping dropouts. New programs are initiated, it is said, only when existing ones are inadequate and when funding can be obtained from shrinking government funds and other sources. The programs developed by Hispanic CBOs, however, are described as different from other public and private programs in both philosophy and operation: they are based on the assumption that youth and adults who have dropped out can and will succeed if given the right opprtunity and environment. (GC)

ED 249 322 UD 023 829

Paz, Ruth

Project Education and Community Development, Ofakim, Israel. Progress Report No. 5. Summary of Project Activities, Phase II: 1980-1982.

Negev Regional Coll. Hof Ashkelon (Israel). Inst. for Education and Community Development.
SPONS. AGENCY- Bernard Van Leer Foundation, The Hague (Netherlands).
PUB DATE- Dec 82
NOTE- 112p.; For related documents, see UD 023 827-830.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adolescents; *Community Development; *Community Programs; *Disadvantaged; Early Childhood Education; Foreign Countries; Home Programs; Minority Groups; Mothers; Paraprofessional Personnel; Parent Child Relationship; *Parent Education; Parent Participation; *Program Effectiveness; Program Evaluation; Program Implementation; *Social Services
IDENTIFIERS- *Education and Community Project (Israel); Israel

This report reviews activities carried out from 1980 to 1982 under Project Education and Community Development, a home intervention program designed to enhance the social and educational environment of minority group families in Ofakim, Israel. After a brief introduction (Part I), the accomplishments of each component program are considered separately for 1980-81 (Part II) and 1981-82 (Part III). Programs discussed include the EMRA Home-Intervention Programme, the Neighborhood Family Centers, the Parent Education Programme and play corners in pediatric clinic waiting rooms, the Tutorial Programme, the Early Childhood Resource Centre, the Programme/Center for Teenage Girls, the Early Childhood Resource Center, and a staff training component. Also considered are the project's efforts to disseminate the concepts and activities implemented under Project Education and Community Development through satellite programs in neighboring communities. Part IV reviews the project's success in meeting its aims and objectives during Phase II, which dealt primarily with the consolidation, expansion, and institutionalization within the community of Project philosophy and activities. (GC)

ED 249 143 SO 015 920

A Study of Selected Eighth Grade United States History Textbooks. 1982-83 Michigan Social Studies Textbook Study. Volume II. Individual Reviewers Criteria Checklists.

Michigan State Board of Education, Lansing.

PUB DATE- 84
NOTE- 723p.; For Volumes I and III, see SO 015 919 and SO 015 921.
LANGUAGE- English
EDRS Price - MF04/PC29 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Bilingual Students; *Check Lists; Cultural Pluralism; Disabilities; Ethnic Bias; *Evaluation Criteria; Foreign Countries; Gifted; Global Approach; Grade 8; Junior High Schools; Racial Bias; Readability; Sex Bias; *Social Studies; Textbook Bias; Textbook Content; *Textbook Evaluation; *United States History

Ten frequently used eighth grade U.S. history textbooks were examined to determine the extent to which they reflected the pluralistic nature of the United States, promoted the concept of global interdependence, and were educationally sound. This volume includes checklists completed by 16 individual reviewers. For each completed checklist, specific comments and corresponding page numbers are given, along with a summary of the review. Specific checklists focus on the following categories: Blacks, American Indians, sex equity, Hispanics, bilingual, gifted and talented, and handicapped persons; educational soundness; and areas of the world (Africa, East Europe, Middle East, Asia, Latin America, and Canada). Major findings include the following: (1) publishers have continued their attempts to develop materials which accurately portray pluralism; (2) while none of the textbooks were adequate in all respects and categories, the treatment of blacks and of sex equity was significantly better than results found in earlier studies; (3) in regard to the treatment of American Indians, Hispanics, the handicapped, and bilingual students, a large number of deficiencies were identified; (4) the international aspects of our history and our contemporary society are grossly underrepresented, with references to other nations and cultures being weak and frequently distorted, and (5) in terms of educational soundness, scholarship, and readability, comments and ratings were, in general, favorable. The document concludes with a list of steering committee members and reviewers. (LH)

ED 249 157 SO 015 943

Burke, Sue

Dyed and Printed Textiles: Javanese Batik and Dutch Wax Prints and West African Adire. Third Edition.

City of Birmingham Polytechnic (England). Dept. of Art.

SPONS. AGENCY- Calouste Gulbenkian Foundation, Lisbon (Portugal).

PUB DATE- 81

NOTE- 111p.; Developed by the Ethnographic Resources for Art Education Project. This project was funded with assistance from the Manpower Services Commission. Illustrations may not reproduce clearly.

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- African Culture; Art; *Art Education; Art History; Clothing; *Cross Cultural Studies; Cultural Background; *Cultural Education; Design Crafts; Elementary Secondary Education; Folk Culture; *Multicultural Education; *Textiles Instruction

IDENTIFIERS- Africa (West); *Batik; Dyes; Indonesia (Java); Netherlands; Textile Industry; *Textiles

Three booklets focusing on dyed and printed textile techniques of Java, West Africa, and the Netherlands describe historical and ethnographic materials as well as the development of particular technical traditions. Each section may be used alone or with either or both of the others. When used together, these booklets illustrate the cross-fertilization of cultures through trade and movement of people. Each booklet begins with a world map of trade routes. The first booklet focuses on Javanese batik presenting a history of wax-resistant textiles and a section about Indonesia's land and people. Other topics include Javanese clothing, the use of batiked textiles, symbols from Javanese batik, origins of batik, processes and implements used to produce different effects, and dyes and dyestuffs. The second booklet focuses on the Dutch textile industry, Javanese influences, and engraved copper roller printing. Subsequent sections discuss the need for new markets, the West African market, and wax block printing today. The final booklet on West African adire provides sections on West African textiles, the land and people, Yorubaland, clothing, usage and distribution, motifs from adire cloth, and processes (tying, stitching, starch resist, and dying). Each book concludes with a list of additional resources and a bibliography. (LH)

ED 249 187 SP 025 173

Freeman, Bill, Ed.; And Others
Exploring New Frontiers in Teacher Education: The Austin Teacher Program. "Over a Decade of Pioneering." An Exploration.
Austin Coll., Sherman, Tex.
PUB DATE- 85
NOTE- 43p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Field Experience Programs; General Education; Higher Education; Instructional Innovation; *Liberal Arts; *Masters Degrees; Preservice Teacher Education; Private Colleges; Program Development; *Program Length; Student Teaching; Teacher Certification; *Teacher Education Curriculum; *Teacher Education Programs
IDENTIFIERS- *Austin College TX

In the Austin College (Texas) Teacher Program, a five-year program of study is required before students obtain a teaching certificate and a master's degree. A liberal arts program is emphasized, and students are provided with a public school classroom teaching assignment as an intern or student teacher, for at least 4 to 5 months, at the graduate level. Students take three non-credit educational labs during their first 3 years. This lab work exposes them early and extensively to classroom teaching in order to help them decide if a teaching career is their vocation. Students are heavily involved in a field-based teacher education program that permits them to acquire the necessary skills to be a competent teacher. At the same time, they develop a close relationship with supervising teachers in their assigned schools. Public schools in the area are committed to assist the college to prepare high quality teachers. (JD)

ED 249 204 SP 025 332

Allen, JoBeth; And Others
Classroom Strategies for Accommodating Exceptional Learners.
Minnesota Univ., Minneapolis. National Support Systems Project.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.
PUB DATE- 82
NOTE- 177p.; For other modules in this series, see ED 238 844 and SP 025 333-354. For the genesis of these modules, see ED 186 399. Reviewed by Robert Prouty.
GRANT- OEG007902045
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adjustment (to Environment); *Classroom Techniques; Higher Education; Learning Activities; Learning Modules; *Mainstreaming; Peer Acceptance; Preservice Teacher Education; *Program Evaluation; *Teacher Education Curriculum; *Teacher Educators
IDENTIFIERS- Education for All Handicapped Children Act

This module (part of a series of 24 modules) is on accommodating exceptional students in the regular classroom. The genesis of these materials is in the 10 "clusters of capabilities," outlined in the paper, "A Common Body of Practice for Teachers: The Challenge of Public Law 94-142 to Teacher Education." These clusters form the proposed core of professional knowledge needed by teachers in the future. The module is to be used by teacher educators to reexamine and enhance their current practice in preparing classroom teachers to work competently and comfortably with children who have a wide range of individual needs. The module includes objectives, scales for assessing the degree to which the identified knowledge and practices are prevalent in an existing teacher education program, and self-assessment test items. Topics discussed in this module include initial factors (such as classroom environment, cooperative learning, and peer integraion), assessment, adapting materials, scheduling, and monitoring academic activities. Bibliographic references and journal articles on classroom strategies for accommodating exceptional learners in the classroom are included. (JD)

ED 249 336 UD 023 857

Haycock, Kati; And Others

Improving Student Performance in California. Recommendations for the California Roundtable. Appendix: A Review of Student Performance Data.

Berman, Weiler Associates, Berkeley, CA.

SPONS. AGENCY- California Roundtable, San Francisco.
REPORT NO.- R-101/3
PUB DATE- Nov 82
NOTE- 206p.; For a related document, see ED 246 149.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - General (140)
DESCRIPTORS- *Academic Achievement; *College Preparation; Daily Living Skills; *Education Work Relationship; *High School Students; Mathematics Skills; Postsecondary Education; Reading Skills; Sciences; *Secondary Education; Social Studies; *State Norms; Writing Skills
IDENTIFIERS- *California

This volume surveys major sources of published data on the academic performance of California public secondary school students and compares current performance levels to those attained in the State in the recent past, as well as to national trends. Chapter I is an introduction. Chapter II, "General Measures of Student Preparation," includes discussion of high school graduation rates, student performance in high schools, postsecondary enrollment, student preparation for college, and youth preparation for employment. In Chapter III, college- and work-related verbal performance is assessed, with data on reading and writing skills presented separately. Chapter IV, similarly, provides data on college- and work-related performance in the areas of mathematics and the sciences. In Chapter V, information is presented about the mastery of other "intellectual and life skills," including social studies/civic knowledge; art, music, and aesthetic appreciation; critical thinking; and health, recreation, and consumer skills. Finally, Chapter VI considers achievement data for different subgroups (males versus females, and students of different racial, ethnic, and socioeconomic backgrounds). Appended are (A) a description of data and information sources, and (B) a comparison of California and national Scholastic Aptitude Test data. Also attached are a glossary of acronyms and an eight-page bibliography on student achievement and performance. (GC)

ED 249 247 TM 840 588

Chamberlain, Ed; And Others

Language Development Component, Compensatory Language Experiences and Reading Program. Final Evaluation Report.

Columbus Public Schools, OH. Dept. of Evaluation Services.

PUB DATE- Jul 83

NOTE- 71p.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Aptitude Treatment Interaction; Compensatory Education; *Computer Assisted Instruction; Computer Managed Instruction; Educational Objectives; Elementary Education; Inservice Teacher Education; *Low Achievement; Parent Participation; Pilot Projects; *Program Evaluation; *Reading Achievement; *Remedial Programs; Remedial Reading; State Programs; Surveys; Teacher Attitudes; Test Results

IDENTIFIERS- *Columbus Public Schools OH; Education Consolidation Improvement Act Chapter 1; Metropolitan Achievement Tests

This report evaluates the 1982-83 Compensatory Language Experience and Reading Program (CLEAR), which served 5392 Ohio students, grades K-8, whose reading skills achievement was at or below the 36th percentile. The program featured individual or small group instruction. Instructional techniques and materials based on skill-centered objectives were applied to fit individual needs. Inservice training was provided for the 122 program teachers. Two pilot projects utilized computer-assisted instruction and computer-managed instruction (CAI/CMI). Data included: (1) pupil and teacher census information; (2) Metropolitan Achievement Test scores; (3) CAI/CMI prescriptive reading skills results; (4) parent involvement information; (5) various teacher inservice attitude and achievement measures; and (6) process evaluation data from on-site classroom visits. The sample contained 3356 English-speaking students. The 1982-83 CLEAR Program approached, but did not attain, the Normal Curve Equivalent (NCE) program performance objective of 1.5 NCE points per month. The microcomputer pilot projects increased mastery of specific reading and language skills, but had lower NCE results than the regular treatment group. Tables of supporting data are included. The appendix contains the forms and survey instruments used. (BS)

ED 249 262 TM 840 610

Perlman, Baron; And Others
Validation of a Six Item Questionnaire for Assessing Type A Behavior.
PUB DATE- May 84
NOTE- 45p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (Chicago, IL, May 3-5, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Behavior Patterns; Correlation; Higher Education; Measurement Techniques; *Questionnaires; Sex Differences; Test Construction; *Test Validity
IDENTIFIERS- Framingham Type A Behavior Scale; Jenkins Activity Survey; *Six Item Health Administrators Questionnaire; *Type A Behavior

Type A behavior is an aggregate of behaviors associated with increased risk of coronary heart disease. Two self-administered questionnaires used to determine the presence of Type A behavior, the Jenkins Activity Survey and Framingham Type A Behavior Pattern Scale, were administered to 150 undergraduate students at a midwestern university, along with a Six-item Questionnaire. The purpose of the research was to determine the latter's validity. Data collected on 136 students were analyzed and revealed that the Six-item Questionnaire correlated positiviely and significantly with the Jenkins Activity Survey and the Framingham (all correlations were below 0.60). Correlations for females between the Questionnaire and the Jenkins and Framingham were generally higher than those for males, although discriminant analyses indicated overall differences were not significant. While there is a great deal of variance not accounted for with the Six-item Questionnaire, it may still be useful as a gross indicator of Type A behavior. (Author)

ED 249 278 TM 840 634

Bondy, Elizabeth; Hatch, J. Amos

The Researcher-Teacher Relationship: Observations and Implications from Naturalistic Studies in Classrooms.

PUB DATE- Feb 84
NOTE- 21p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (West Palm Beach, FL, February 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Observation Techniques; *Classroom Research; *Educational Researchers; Elementary Secondary Education;

Experimenter Characteristics; Naturalistic Observation; *Participant Observation; Research Methodology; *Research Skills; *Teacher Attitudes; Teachers

This paper represents an initial exploration of researcher-informant relationships which develop when naturalistic researchers spend long periods of time watching and recording the details of classroom activity for which a teacher has basic responsibility. The goals of this paper are to present a discussion of the significance of researcher-teacher relationships in naturalistic classroom studies; to discuss observations drawn from several classroom studies conducted by the authors; and to describe a continuum of researcher-teacher relationships. The continuum ranges from antagonistic-defensive relationships, through reluctant-protective and accommodating-cooperative relationships, to participating-collaborative relationships. Several implications designed to assist researchers are drawn: (1) decisions regarding researcher-teacher relationships should be made as part of the project design and should be based on research objectives; (2) the desired researcher-teacher relationship and a plan for maintaining it should be made explicit; and (3) researcher-teacher relationships should be actively monitored as studies are implemented. (BW)

ED 249 308 UD 023 765

Vincent, Andrea; Orum, Lori S.
Selected Statistics on the Education of Hispanics. Hispanic Statistics Series No.6.
National Council of La Raza, Washington, D.C.
PUB DATE- Jul 84
NOTE- 39p.
LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- *Access to Education; Demography; Dropouts; Elementary Secondary Education; Enrollment; *Hispanic Americans; *Population Distribution; Postsecondary Education; School Demography; *School Segregation; Student Attitudes; Student Characteristics

This paper presents recent data on the education and educational status of Hispanic Americans. The focus is on participation in elementary and secondary schools, and on the factors that prevent school completion and access to higher education. All included data are footnoted by source to facilitate further research, but the primary source of information for this overview is the Bureau of the Census. Statistics are organized under these headings: (I) demographic overview; (II) school enrollment; (III) educational conditions; (IV) aspirations and expectations; (V) segregation; and (VI) postsecondary education. The data presented reveal that Hispanics do not benefit from or participate in the nation's educational system to the same degree as other population groups. These data also reflect limitations of national efforts to collect, analyze, and publish data on Hispanics; specifically, regional and local statistics on the educational status of Hispanics are largely unavailable. (KH)

ED 249 130   SO 015 893

Projects and Prospects: Art in Multicultural Society.
City of Birmingham Polytechnic (England). Dept. of Art.
SPONS. AGENCY- Commission for Racial Equality, London (England).
PUB DATE- 81
NOTE- 80p.; Proceedings of a conference on the role of visual arts in multicultural education (Birmingham, England, May 16, 1980). Developed by the Ethnographic Resources for Art Education Project. Partial funding provided by the Birmingham Polytechnic Research Committee. For related document on the arts in multicultural education, see SO 015 753. For pottery culture project units, see SO 015 940-942.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Collected Works - General (020)
DESCRIPTORS- African Culture; *Art Education; Ceramics; Childrens Literature; Chinese Culture; Comparative Education; Cultural Awareness; Cultural Pluralism; Educational Improvement; Elementary Secondary Education; Ethnic Groups; Experiential Learning; Folk Culture; Foreign Culture; Illustrations; Islamic Culture; Manuscript Writing (Hand Lettering); Minority Groups; *Multicultural Education; School Community Relationship; Student Needs; Teaching Methods; *Visual Arts
IDENTIFIERS- West Africans

Practical ways in which visual arts may contribute to multicultural education are explored in eight conference papers. A welcoming address describes the objectives of the meeting and the role of multicultural education in the schools. The first paper describes the role of the art gallery in the community. Examples of programs offered by a local gallery are provided. The second paper considers the cultural background and special needs of West African students and provides directions for a multicultural art syllabus. A third presentation describes a pottery culture project in which units on Ashanti, Hausa, Peruvian and Pakistani pottery are used in the schools. The fourth paper explores Chinese calligraphy as a reflection of Chinese culture. Illustrating children's books from a multicultural angle is the topic of the fifth paper. Islamic decorative writing is described in the sixth paper. The seventh paper concerns the use of cultural folk tales. The final paper examines cultural pluralism and its implications for teaching arts in schools. Education in a multicultural society, arts education, and third world art forms are discussed. A list of conference attenders concludes the publication. (LP)

ED 249 144 SO 015 921

A Study of Selected Eighth Grade United States History Textbooks.
1982-83 Michigan Social Studies Textbook Study. Volume III.
Selected Sections from the Complete Report.

Michigan State Board of Education, Lansing.

PUB DATE- 84

NOTE- 123p.; For Volumes I and II, see SO 015 919-920.

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Bilingual Students; Check Lists; Cultural Pluralism; Disabilities; Ethnic Bias; *Evaluation Criteria; Foreign Countries; Gifted; Global Approach; Grade 8; Junior High Schools; Racial Bias; Readability; Sex Bias; *Social Studies; Textbook Bias; Textbook Content; *Textbook Evaluation; *United States History

Designed for curriculum directors, teachers, and others as they conduct inservice education activities which focus on helping those who have primary responsibility for selecting and evaluating instructional materials, this volume presents selected sections from Volume I of the "1982-83 Michigan Social Studies Textbook Study." In this study, ten frequently used eighth-grade U. S. history textbooks were examined to determine the extent to which they reflected the pluralistic nature of the United States, promoted the concept of global interdependence, and were educationally sound. Attention was given to the treatment of the following categories: Blacks; American Indians, sex equity, Hispanics, bilingual, the gifted and talented, and handicapped persons; educational soundness; and areas of the world (Africa, East Europe, Middle East, Asia, Latin America, and Canada). Following a description of the study, the document presents an editorial commentary section which includes a summary of recommendations for action, a list of textbooks reviewed, commentary reports by category, a summary of findings, and conclusions. Appendices include educational codes and state board of education recommendations, a bias review checklist, evaluation criteria checklist (bilingual), gifted and talented review checklist, evaluative criteria checklists for educational soundness, textbook analysis, and area studies, an annotated bibliography, and lists of reviewers. (LH)

Playthings as Art Objects: Ideas and Resources. Kites and Sound Making Objects and Playing Cards and Dolls.

City of Birmingham Polytechnic (England). Dept. of Art.

PUB DATE- 83
NOTE- 318p.; Developed by the Ethnographic Resources for Art Education Project. Production was supported by the Manpower Services Commission. Illustrations may not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Art; Art Activities; Art Education; Art History; Cultural Background; Elementary Secondary Education; Folk Culture; *Foreign Culture; *Multicultural Education; *Play; *Toys
IDENTIFIERS- *Dolls; *Kites

Five booklets focusing on playthings as art objects draw together information about historical, ethnographic, and play traditions of various cultures of the world. The first booklet provides an overview of ideas and resources about kites, sound making objects, playing cards, and dolls. The second booklet on kites discusses the distribution and origin of kites, Japanese, Korean, and Guatemalan kites, and the kites of Southeast Asia. A section relating kites to science is followed by songs about kites. The third booklet, sound-making objects, includes discussion of rattling objects, air objects, plucked objects, and beaten objects used by different cultures throughout the world. The focus of the fourth booklet is the origin of playing cards, with attention given to European playing cards, Tarot cards and fortune telling, and playing cards of the Mamluk Kingdom in Egypt, the Apache peoples of North America, and the peoples of East India. The final booklet focuses on the ethnographic origins of dolls, including the dolls of the Hopi people of North America, folk dolls of India, and Japanese dolls. Suggestions for classroom activities, sketches, and references are provided throughout. (LH)

ED 249 172 SO 015 967

Weil, Frederick D., Comp.; Dobratz, Betty A., Comp.
Syllabi and Instructional Materials for Courses in Political Sociology. Part I. Resource Materials for Teaching.
American Sociological Association, Washington, D.C.
PUB DATE- 84
NOTE- 323p.; For related teaching resources, see SO 015 958-968. Specifically for Part II, see SO 015 968. Pages contain broken print that may not reproduce clearly. Document contains one cropped page.
AVAILABLE FROM- ASA Teaching Resources Center, 1722 N St., N.W., Washington, DC 20036 ($13.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Course Content; Course Descriptions; Curriculum Guides; Instructional Materials; Introductory Courses; *Political Science; *Political Socialization; Postsecondary Education; *Sociology

One of a series of resources for teaching sociology at the postsecondary level, this volume contains syllabi and a bibliography of instructional materials for courses in political sociology. Material is arranged in four sections. Section 1, an introduction, provides an overview of the American Sociological Association Teaching Resources Center, a description of the syllabi and materials selection procedure for this volume, and a discussion of plans for revision of the resource book. Section 2 contains over 50 course syllabi, arranged according to the following categories: introductory and survey courses; the development of the concepts of political sociology, power, power bases, and opposition to power holders; particular societies or areas; comparative political sociology; the state, bureaucracy, and policy making; and change and revolution. Syllabi generally contain the following information: instructor and university, course overview, schedule of class topics and assignments, and a reading list. Section 3 contains the Oxford University reading list and examination in political sociology. The reading list includes over 250 citations listed under categories of introductory and general texts, classical texts and commentaries, political power, social bases of political conflict and party competition, relations between state and society, revolutions, and political attitudes. The examination contains 12 essay questions. A final section lists publication contributors. (LP)

ED 249 219 SP 025 347

Meyers, Joel
Consultation Skills: How Teachers Can Maximize Help from Specialists in Schools.
Minnesota Univ., Minneapolis. National Support Systems Project.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.
PUB DATE- 82
NOTE- 129p.; For other modules in this series, see ED 238 844 and SP 025 332-354. For the genesis of these modules, see ED 186 399. Reviewed by Jack I. Bardon and Barbara Meyers.
GRANT- OEG007902045
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Consultants; *Counseling Effectiveness; Counseling Objectives; *Counselor Teacher Cooperation; Helping Relationship; Higher Education; Learning Modules; Mainstreaming; Preservice Teacher Education; Resource Teachers; Specialists; *Teacher Attitudes; *Teacher Education Curriculum; *Teacher Educators
IDENTIFIERS- Education for All Handicapped Children Act

This module (part of a series of 24 modules) is on training teachers to make effective use of consultation. The genesis of these materials is in the 10 "clusters of capabilities," outlined in the paper, "A Common Body of Practice for Teachers: The Challenge of Public Law 94-142 to Teacher Education." These clusters form the proposed core of professional knowledge needed by teachers in the future. The module is to be used by teacher educators to reexamine and enhance their current practice in preparing classroom teachers to work competently and comfortably with children who have a wide range of individual needs. The module includes objectives, scales for assessing the degree to which the identified knowledge and practices are prevalent in an existing teacher education program, and self-assessment test items. Bibliographic references and articles on how teachers can acquire consultation skills are included. (JD)

ED 249 233 TM 840 498

Stevens, Floraline I.; And Others
Three Surveys of Staff and Parent Opinions about the LAUSD Instructional Program, Spring 1983. Publication No. 440.
Los Angeles Unified School District, Calif. Research and Evaluation Branch.

PUB DATE- 83
NOTE- 75p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Attitude Measures; Basic Skills; Elementary Secondary Education; Instructional Development; *Paraprofessional School Personnel; *Parent Attitudes; Professional Personnel; Public Schools; Research Methodology; *School Attitudes; School Districts; School Surveys; *Teacher Attitudes
IDENTIFIERS- Certified Staff; Classified Staff; *Los Angeles Unified School District CA

To aid in instructional planning, 4,730 certificated and 3,381 classified staff members, and 20,506 parents from schools in the Los Angeles Unified School District (LAUSD) were surveyed for their opinions on the district's performance in instruction. Survey results emphasized the importance of the quality of instruction. Certificated and classified staff were satisfied with their roles and the instructional program at their own schools, but neutral about the overall quality of the district's program. LAUSD parents were more satisfied than the staff, and far more satisfied than parents in a national survey, with the quality of their schools. They were also more satisfied than the staff about the district's current emphasis on basic skills. Attention should be paid to parent and certificated staff comments and recommendations for instructional improvement. The appendix includes tables of responses for each survey form, plus copies of the certificated staff, classified staff, and parents survey forms. A parent survey form in Spanish is also included. (BS)

ED 249 294 UD 023 438

Stein, Barry N.
Refugee Resettlement Programs and Techniques.
Michigan State Univ., East Lansing. Resource Center for Refugee Settlement.

SPONS. AGENCY- Congress of the U.S., Washington, D.C. Select Commission on Immigration and Refugee Policy.
PUB DATE- Sep 80
NOTE- 140p.; Best available copy; Pages 119-131 have very light type.
CONTRACT- SCIRP-07031274-16
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Acculturation; Adjustment (to Environment); *Agency Role; Cubans; Employment Opportunities; *Government Role; Haitians; Indochinese; Jews; Job Placement; *Refugees; Relocation; Social Attitudes; Social Behavior; *Social Integration; Social Services
IDENTIFIERS- *Refugee Assistance; *Refugee Resettlement

This report on refugee resettlement programs and techniques addresses two central issues: (1) what kinds of assistance should be made available by the Federal government to incoming refugees; and (2) which services in the public and private sectors have been most effective in helping refugees to achieve self sufficiency? Chapter I provides a brief introduction to the problems of refugee resettlement. Chapter II examines the characteristics, experiences, and resettlement needs of the various groups (Soviet Jews, Cubans, Haitians, and Indochinese) being resettled in the United States; in particular, the behavior of refugees as they go through the migration and resettlement experience is explored. Chapter III focuses on the major resettlement agencies and organizations, especially the Federal and State governments and local and voluntary agencies; attention also is given to the resettlement process itself, including both the prearrival stage and the process of domestic resettlement after arrival. Chapter IV examines how the system operates when agencies and refugees interact. The major issues and problems of refugee settlement--support services, cash and medical assistance, and the need to develop a coordinated and comprehensive resettlement system--are analyzed here. Finally, Chapter V briefly discusses previous hearings and studies on U.S. refugee resettlement programs and makes recommendations as to how the country should resettle future waves of refugees. (GC)

ED 249 323 UD 023 830

Levin-Roz[illegible]is, Miri

Project Education and Community Development, Ofakim. Evaluation Report on The EMRA Home Intervention Programme, The Neighbourhood Centre Programme, The Play and Parent Guidance Corners in Pediatric Clinics, The Early Childhood Resource Centre, The Centre for Teen-age Girls. For the period September 1981-July 1982.

Ben Gurion Univ. of the Negev (Israel). H. H. Humphrey Center for Social Ecology.

SPONS. AGENCY- Bernard Van Leer Foundation, The Hague (Netherlands).
PUB DATE- 82
NOTE- 118p.; For related documents, see UD 023 827-829.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adolescents; Community Development; *Community Programs; *Disadvantaged; Early Childhood Education; *Females; Foreign Countries; Home Programs; Kindergarten; *Parent Child Relationship; *Parent Education; *Program Effectiveness; Program Evaluation; Staff Development; Teacher Centers
IDENTIFIERS- *Education and Community Project (Israel); Israel

This report evaluates the 1981-82 activities of five component programs carried out under Project Education and Community Development, a project designed to enhance family processes and community development in disadvantaged neighborhoods in Ofakim, Israel. Part I describes project background, aims and objectives, intervention strategies, and phases I and II of its implementation and operation. Part II evaluates the five components: (1) the EMRA Home Intervention Program, designed to provide parent education and social support for young, socially isolated mothers; (2) the Neighbourhood Centres Program, which conducted recreational and educational activities for parents and children; (3) a program which set up play guidance corners in Ofakim's three pediatric clinics; (4) the Early Childhood Resource Centre for kindergarten teachers; and (5) a Centre for Teenage Girls, which offered a range of activities for this population. Appended to the report are instruments used for the program evaluations. (GC)

ED 249 188 SP 025 190

Kasambira, K. Paul

Individualizing Instruction through Learning Centers.

PUB DATE- 31 Jan 84

NOTE- 21p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (64th, New Orleans, LA, January 28-February 1, 1984).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Diagnostic Teaching; Elementary Secondary Education; Enrichment Activities; Individual Differences; *Individualized Instruction; *Learning Activities; *Learning Centers (Classroom); Mainstreaming; *Small Group Instruction

A discussion is presented on classroom learning centers specifically designed to teach a concept, a unit, or a larger part of the curriculum. The four basic types of learning centers (diagnostic, enrichment, motivational, prescriptive) are described. Examples are given of how learning centers may vary, depending upon their objectives, and a variety of reasons why learning centers are used are cited. The question of where learning centers are used is considered with reference to space, size, and flexibility of the school, and cooperation by teachers where team teaching is accepted. The six ingredients of a typical learning center are delineated: (1) specific objectives; (2) step-by-step directions for activities; (3) a pre-test to determine the learner's general level of knowledge; (4) the activity or presentation of materials; (5) the post-test; and (6) keys to the two tests for evaluation purposes. Advantages of the learning center approach to teaching are pointed out in terms of how it improves teacher effectiveness. The five acts of individualized instruction are described: (1) listening; (2) observing; (3) diagnosing; (4) prescribing; and (5) evaluating. (JD)

ED 249 205 SP 025 333

Bents, Richard; And Others
Class Management.
Minnesota Univ., Minneapolis. National Support Systems Project.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.
PUB DATE- Dec 80
NOTE- 119p.; For other modules in this series, see ED 238 844 and SP 025 332-354. For the genesis of these modules, see ED 186 399. Reviewed by Walter Borg and Robert McNergney. Broken print in section containing review.
GRANT- OEG007902045
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavior Problems; Classroom Environment; *Classroom Techniques; Higher Education; Learning Modules; *Mainstreaming; Motivation Techniques; Preservice Teacher Education; Social Reinforcement; *Teacher Behavior; *Teacher Education Curriculum; *Teacher Educators
IDENTIFIERS- Education for All Handicapped Children Act

This module (part of a series of 24 modules) is on management of the mainstreamed classroom. The genesis of these materials is in the 10 "clusters of capabilities," outlined in the paper, "A Common Body of Practice for Teachers: The Challenge of Public Law 94-142 to Teacher Education." These clusters form the proposed core of professional knowledge needed by teachers in the future. The module is to be used by teacher educators to reexamine and enhance their current practice in preparing classroom teachers to work competently and comfortably with children who have a wide range of individual needs. The module includes objectives, scales for assessing the degree to which the identified knowledge and practices are prevalent in an existing teacher education program, and self-assessment test items. Bibliographic references and journal articles supporting and expanding on the knowledge base on class management are included. (JD)

ED 249 263 TM 840 614

Soder, Roger

Minimum Competency: A Case Study of Acceptance, Hesitation and Rejection.

PUB DATE- 25 Apr 84
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Board of Education Policy; *Community Influence; Daily Living Skills; *Educational Change; *Graduation Requirements; High Schools; *Minimum Competency Testing; Politics of Education; School Desegregation; School Districts

The purpose of this paper is to present a case study of the context and process by which the Board adopted a policy, came to question that policy, and ultimately rescinded that policy, while maintaining legitimacy within its environment. In 1977, the Board of Directors of a large urban school district adopted a policy establishing successful passage of a "life skills" minimum competency test as a high school graduation requirement. In 1979, community groups were successful in persuading the Board to delay implementation of the requirement for one year. In 1981, the same community groups were successful in persuading the Board to delay implementation indefinitely. In early 1983, when the testing issue was again considered by the Board, the Board voted to eliminate passage of the test as a graduation requirement. While the minimum competency issue was going through these steps of acceptance, hesitation, and rejection, a desegregation plan was implemented successfully. To further illuminate these processes, five aspects of Board/staff/community behaviors relating to the desegration plan are compared to behaviors relating to the minimum competency issue. These aspects include Board commitment, superintendent commitment, rhetorical approach, information approach, and consensus-building. (BW)

ED 249 337 UD 023 858

Job Training Partnership Act and Dropout Youth.
Catholic Univ. of America, Washington, D.C. Center for National Policy Review.
PUB DATE- 13 Aug 84
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140) Journal Articles (080)
DESCRIPTORS- *Business Responsibility; Demonstration Programs; *Disadvantaged Youth; *Dropouts; Employment Opportunities; Federal Programs; *Job Training; *Public Policy; Secondary Education; Unemployment; *Youth Employment
IDENTIFIERS- Academies Program; Comprehensive Employment and Training Act; JOBSTART; *Job Training Partnership Act 1982; Maine (Portland); Summer Training and Education Program

Data from recently published analyses of past youth training efforts, together with demonstration programs for dropouts just getting underway, provide some clear indications of directions that must be taken to effectively treat the needs of seriously-at-risk youth. Furthermore, data on trends in youth unemployment among dropouts show that long-range employment training investments will be less costly to the nation in terms of tax revenues, economic productivity, and welfare and criminal justice costs than allowing the problem to continue to worsen. But early reports on the Job Training Partnership Act (JTPA), including an in-depth look at Portland, Maine, suggest that effective, targeted training is not being provided to this group, despite Congress' intent to do so. Unless local private industry councils and government officials make greater use of what we now know about what works and does not work for training at-risk youth, JTPA will continue to fall far short of its service and performance goals for dropouts, and for youth in general. (Author/GC)

ED 249 248 TM 840 589

Beck, Donald
Home School and Adult Instruction Component, Home-School-Community Agents Project. Final Evaluation Report.
Columbus Public Schools, OH. Dept. of Evaluation Services.

PUB DATE- Jul 83
NOTE- 43p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adjustment Counselors; *Ancillary School Services; Attitude Measures; *Behavior Problems; Disadvantaged Youth; Family School Relationship; Inservice Teacher Education; Intermediate Grades; Problem Children; *Program Evaluation; *School Counseling; Secondary Education; State Programs; *Student Attitudes; Student Characteristics; Teacher Attitudes
IDENTIFIERS- *Columbus Public Schools OH; *Disruptive Behavior; Ohio Disadvantaged Pupil Program Fund

The goal of the Home-School-Community Agents (HSCA) Program is to help disruptive pupils make a positive adjustment to those elements in their lives which interfere with their success in school. In 1982-83, 20 HSCA served 8 high schools and 12 middle schools in Columbus, Ohio. Each agent worked in depth with approximately 60 descriptive pupils and served as a home-school-community liaison. This report evaluates the 1982-83 program in regard to four stated program objectives for the year. Data were collected in seven information areas: (1) pupil attitude (using the Demos D Scale); (2) pupil entry; (3) pupil census; (4) pupil questionnaire; (5) professional staff survey; (6) HSCA activity logs; and (7) inservice evaluation. The evaluation sample consisted of 400 pupils, grades 6 through 12, randomly selected from the 1,200 in the project. Findings indicate the project was successful in identifying disruptive students and helping them make some positive adjustments. Pupils and professional staff involved in the project considered it valuable. However, pupils did not show a statistically significant improvement in student attitude. The appendix contains posttest dropout probability category tables for each grade, and six of the evaluation instruments. (BS)

ED 249 279 TM 840 636

Barzilay, Amos; Pople, Harry E., Jr.
SPIRIT: An Evolutionally Designed Intelligent Tutoring System.
Pittsburgh Univ., Pa. Learning Research and Development Center.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.; Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.
REPORT NO.- TR-UPITT/LRDC/ONR/APS-15
PUB DATE- Jul 84
NOTE- 45p.
CONTRACT- N00014-82-K-0613
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Artificial Intelligence; *Computer Assisted Instruction; Courseware; Feedback; Intervention; *Probability; *Program Development; Tutoring
IDENTIFIERS- *SPIRIT Tutoring System

SPIRIT is an Intelligent Tutoring System for tutoring probability theory which has evolved through a continuous process of experimentation and tuning. The system manages a unique flexible tutoring style. On one hand, the system may behave as a tutor who mostly observes the student without interference, intervening only when things are really going wrong and on the other hand, it may behave as a tutor who manages a "questioning and answering" type of dialogue. Based on a belief constructed about the student's aptitude, the system frequently changes its tutoring style. SPIRIT integrates several artificial intelligence methods that include: a theorem prover; a production system; an object oriented system and procedural knowledge embedded in LISP code. (Author)

ED 249 309 UD 023 806

Integration of Immigrant/Migrant Women into the Canadian Labor Market.

Canada Employment and Immigration Commission, Ottawa (Ontario).

PUB DATE- May 81
NOTE- 54p.; National Report of Canada to the Working Party on Migration and the Working Party on the Role of Women in the Economy, Organization for Economic Co-operation and Development.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Employed Women; *Employment Level; *Employment Patterns; Employment Programs; Females; Foreign Countries; Government Role; *Immigrants; *Labor Force; Labor Market; Language Proficiency; Public Policy; *Salary Wage Differentials; Sex Discrimination
IDENTIFIERS- *Canada

This paper describes the participation of immigrant women in the Canadian labor market, and focuses on the position of the women who arrived between 1961 and 1971. An introduction defines the two population groups studied; "immigrants," who are persons entering Canada as permanant residents; and "temporary workers," who do not intend to permanently reside in Canada. Statistics are drawn from several sources, including Canada Employment and Immigration Commission data, the Census of Canada for years 1971 and 1976, and the monthly Labor Force Survey. Section A addresses the situation of temporary workers, who are mostly in domestic service, and describes efforts of both the federal and provincial governments to authorize and monitor their employment. Unemployment, occupational distribution, earnings, and education of permanent immigrant women are reviewed in section B. Problems related to labor market integration are discussed in section C; these problems include sex discrimination and the frequent needs for language and job training. In section D, responsibilities of government and of the private sector are contrasted, and services designed to assist in the immigration, adjustment, employment, language training, and citizenship are described. Section E summarizes issues related to labor. Immigrant women's employment, it is noted, has been concentrated at the lower end of the occupational spectrum, lower than that of all working women in Canada. The most pressing concerns are argued to be the promotion of awareness and acceptance of the necessity of bringing women into the economic mainstream, and the commitment of government to assist in this process. Finally, some government measures that have already been taken are enumerated. (Author/KH)

ED 249 131 SO 015 894

Changing Traditions. An Exhibition Exploring Wider Cultural Reference in Teaching the Visual Arts and Other Subjects.

City of Birmingham Polytechnic (England). Dept. of Art.

PUB DATE- 84

NOTE- 66p.; Developed by the Ethnographic Resources for Art Education Project. Project assisted by the Changing Traditions Teacher's Group (England). Illustrations may not reproduce well.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reference Materials - Directories/Catalogs (132)

DESCRIPTORS- *Art Activities; *Art Education; Art Products; Ceramics; Childrens Art; Comparative Education; Cultural Awareness; Cultural Pluralism; Curriculum Development; Educational Improvement; Elementary Secondary Education; Ethnic Groups; Experiential Learning; Foreign Culture; *Multicultural Education; Standardized Tests; Student Projects; *Visual Arts

Resources for teaching the visual arts from a multicultural and anthropological perspective are divided into three sections. Section I contains six articles which provide background information about multicultural art education. The lead article describes the theme of the "changing traditions" exhibit, a citywide (Birmingham, England) exhibit of student-developed multicultural art projects. Other articles focus on multicultural art education, ceramics activities, guidelines for multicultural art curricula, the use of artifacts to explore foreign cultures, and the effect of the British examination system on multicultural education. Following an introduction, section II contains descriptions of 15 classroom projects for teaching art from a multicultural perspective. Projects include ceramics, raku, making musical instruments, making Japanese dolls, and constructing kites. Section III catalogs 39 classroom projects displayed at the "changing traditions" exhibit. School association, class and grade level, supervising teacher, materials used, references, illustrations, and a brief project description are provided. (LP)

ED 249 159 SO 015 945

Gottlieb, Sanford
What about the Russians?
Student/Teacher Organization to Prevent Nuclear War, Northfield, MA.; United Campuses to Prevent Nuclear War (UCAM), Washington, DC.
PUB DATE- 82
NOTE- 54p.
AVAILABLE FROM- United Campuses to Prevent Nuclear War (UCAM), Suite 1019, 1346 Connecticut Ave., NW, Washington, DC 20036 ($2.50 plus postage, quantity discounts available).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Comparative Analysis; Disarmament; *Foreign Policy; International Cooperation; *International Relations; *National Security; Nuclear Warfare; Peace
IDENTIFIERS- Interdependence; Russians; Soviet Studies; Trust; *United States; *USSR (Russia)

Intended to help Americans resolve distrust of the Soviet Union in view of the current wave of concern about nuclear war, this booklet addresses Soviet actions over the decades and American reactions to the U.S.S.R. Because American interpretation of Soviet power and influence is central to any discussion of working with the Soviet Union, the text deals not only with military and political realities, but also with perceptions. Chapter 1 focuses on Soviet actions that have aroused distrust, while chapters 2 and 3 examine who is "really" ahead militarily and take a realistic look at Soviet expansionism. To put the situation in perspective, chapters 4, 5, and 6 objectively discuss Soviet fears, weaknesses, and foreign policy goals. Chapter 7 compares foreign interventions by the two superpowers, applying a single standard. In the final two chapters, the common interests of the two countries are considered and the Soviet record in keeping agreements is explored. The document concludes with a general summary, suggested readings, and a list of discussion questions. (LH)

ED 249 173 SO 015 968

Weil, Frederick D., Comp.; Dobratz, Betty A., Comp.
Basic Bibliography in Political Sociology. Part II. Resource Materials for Teaching.
American Sociological Association, Washington, D.C.
PUB DATE- 84
NOTE- 86p.; For related teaching resources, see SO 015 958-967. Specifically for Part I of this document, see SO 015 967.
AVAILABLE FROM- ASA Teaching Resources Center, 1722 N St., N.W., Washington, DC 20036 ($6.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Higher Education; Instructional Materials; *Political Science; *Political Socialization; *Sociology

Designed to accompany the course syllabi, this five-section bibliography cites over 1,500 books, textbooks, and journal articles for teaching political sociology at the university level. Section I, on general works, contains two categories of resources: materials on the theory of political sociology and general collections and texts. Section 2 cites resources on social bases, institutional structures, and regime types. Within this section, materials are arranged according to the following categories: character and requisites of different regime forms, political power, and political change. Section 3 contains resources on political culture, political action, political alignment, and conflict. Resources on political organizations and policy making are contained in section 4. Resources listed in the final section focus on two categories of comprehensive studies: nation and area studies and community studies. Within each section or subsection, materials are listed alphabetically by author. Each citation includes author, publication date, title, city of publication, and publisher. The majority of materials cited were published between 1960 and 1984. (LP)

ED 249 189 SP 025 191

McKellar, Nancy A.
Locus of Cognitive Gains from Tutoring.
PUB DATE- 84
NOTE- 9p.; Paper presented at the Meeting of the Midwestern Psychological Association (Chicago, IL, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Achievement Gains; *Cognitive Development; Comprehension; Higher Education; *Incidental Learning; Individual Development; *Intentional Learning; Learning Activities; Learning Processes; *Tutoring; *Tutors

An experiment was conducted to determine whether tutoring is a learning activity from which the tutor, as well as the tutee, gains cognitively. Undergraduate students (N=80) participated in the study. Half of the subjects studied selected material to tutor another subject. The other half studied material to prepare for a test that they would take. A selected number of the first group engaged in actual tutoring sessions. Results indicated that, on some types of tasks, the cognitive gains of the tutor are not evident until after the tutoring activity is completed. The mechanisms responsible for cognitive benefits for tutors must be relevant to both the preparation and activity phases of tutoring. A mechanism that may be operative in both phases is organization. Tutors may benefit from mentally organizing the learning material to teach it to someone else. For some tasks, this type of preparation, regardless of whether it is followed by actual tutoring, may be beneficial to the tutor. For tasks more difficult or less familiar to the tutor, the tutoring activity may be necessary before it is beneficial to the tutor. (JD)

ED 249 220 SP 025 348

O'Connell-Mason, Christine; Raison, Susan Blom
Curriculum Assessment and Modification.
Minnesota Univ., Minneapolis. National Support Systems Project.

SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.
PUB DATE- Jul 82
NOTE- 120p.; For other modules in this series, see ED 238 844 and SP 025 332-354. For the genesis of these modules, see ED 186 399. Reviewed by Evan Jordan and Charlie Lakin.
GRANT- OEG007902045
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Change Strategies; *Curriculum Development; Curriculum Evaluation; Higher Education; Instructional Development; Learning Modules; *Mainstreaming; Preservice Teacher Education; *Special Education; *Teacher Education Curriculum; *Teacher Educators
IDENTIFIERS- Education for All Handicapped Children Act

This module (part of a series of 24 modules) is on adapting curriculum to the needs of mainstreamed students. The genesis of these materials is in the 10 "clusters of capabilities," outlined in the paper, "A Common Body of Practice for Teachers: The Challenge of Public Law 94-142 to Teacher Education." These clusters form the proposed core of professional knowledge needed by teachers in the future. The module is to be used by teacher educators to reexamine and enhance their current practice in preparing classroom teachers to work competently and comfortably with children who have a wide range of individual needs. The module includes objectives, scales for assessing the degree to which the identified knowledge and practices are prevalent in an existing teacher education program, and self-assessment test items. Bibliographic references and journal articles on regular and special education curricula are included. (JD)

ED 249 234 TM 840 513

Peterson, Sarah; And Others
Elementary and Junior High Gifted Programs as Seen by Students, Parents and Teachers/Administrators, 1983. RR-47.
Mesa Public Schools, AZ. Dept. of Research and Evaluation.
PUB DATE- Mar 83
NOTE- 220p.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Attitudes; *Gifted; Intermediate Grades; Junior High Schools; Parent Attitudes; Program Development; *Program Evaluation; Program Implementation; School Districts; *Special Education; Student Attitudes; *Surveys; Teacher Attitudes
IDENTIFIERS- *Mesa Public Schools AZ

This report presents the results of an evaluation of the Mesa Public Schools Gifted/Extended Learning Program. The gifted program offers a one day per week program at 13 sites for qualifying students in grades 3-6 and specific classes for the students at all junior and senior high schools. Attitudinal data were collected for parents, teachers, administrators, and students who participated in these programs 1980-82. The results indicated a strong need for services and/or programs beyond the regular classroom for gifted elementary children. The Mesa program was rated as above average to excellent by a majority of respondents. The current method of implementing the elementary program was the preferred method. The groups surveyed also viewed a number of the process variables in a positive light. It is recommended that no significant changes be made in the elementary program. The junior high program was rated highly by a majority of parents and students; however, less than fifty per cent of teachers and administrators judged the program as excellent or above average. They questioned the motivational factor of the program, the relevance of all activities, and whether students' individual needs were being met in the classroom. Some minor changes in the junior high program are recommended. (BW)

ED 249 295 UD 023 602

Bernal, Ernest M.

Intelligence Tests on Trial.

PUB DATE- 81
NOTE- 9p.; Discussion presented at "Intelligence Tests on Trial: Larry P. and PASE" (J. Sattler, Chair), a symposium held at the meeting of the American Psychological Association (Los Angeles, CA, August 1981).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Culture Fair Tests; *Intelligence Quotient; *Intelligence Tests; *Minority Groups; *Nature Nurture Controversy; *Test Bias

In the United States, IQ tests are developed by and for whites. IQ tests and their derivates have been used on minorities not so much for prescriptive intervention purposes as for confirmation of suspiciously different behavior and for placement into special education and out of programs for the gifted, higher education, and advanced occupational positions. Efforts to assess and redress cultural bias in IQ tests have been problematic, at best. This is because retrospective analyses of fixed test content are inferior methodologically to a simultaneous analysis of all items in a previously unselected item pool. More basically, however, it must be asked whether the use of IQ tests, even if they were not biased, offers more benefits than disadvantages to the minority student. Although the answer to this question is probably "no," it seems likely that IQ will continue to be measured and that comparative studies of IQ will continue to use extant tests rather than develop new ones. Therefore, a focus on methodological problems in comparison is necessary, including matching and the analysis of environmental versus genetic variables. In addition, the effects of the test taking ambience as a whole must be examined, including a new study of the effects of test taking skills, examiner ethnicity, power tests, and other factors on minority group test performance and test readiness. It is not possible to defend IQ tests without consideration of the problems outlined above. (GC)

Craft, Maurice, Ed.
Education and Cultural Pluralism. Contemporary Analysis in Education Series, No. 6.
REPORT NO.- ISBN-0-85000-000-X
PUB DATE- 84
NOTE- 199p.
AVAILABLE FROM- The Falmer Press, Taylor & Francis, Inc., 242 Cherry Street, Philadelphia, PA 19106-1906 ($16.00 per copy).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Collected Works - General (020) Reports - General (140)
DESCRIPTORS- Bilingualism; Cultural Pluralism; Elementary Secondary Education; *Ethnic Relations; Foreign Countries; *Minority Groups; *Multicultural Education; Political Attitudes; *Public Policy; Racial Attitudes; *Racial Relations; School Community Relationship
IDENTIFIERS- *Great Britain; *West Indians

This collection of papers focusing on multicultural education in Great Britain is addressed to administrators, teachers, teacher educators, students, and policymakers. Most of the papers review such themes as the development of educational policy, the school curriculum, the educational performance of West Indian and other ethnic minority children, and the relationships of home, school, and community in a diverse society. Several papers consider the policy implication of equality, diversity and social cohesion as societal objectives; the nature and limitations of popular assumptions in multicultural education; and the available research on these subjects. An introduction by Maurice Craft reviews the recent debate over multicultural education and asserts that its nature is increasingly ideological. Remaining authors and their papers include: (1) Maurice Craft, "Education for Diversity"; (2) Richard Willey, "Policy Responses in Education"; (3) James Lynch, "Curriculum and Assessment"; (4) Ken Thomas, "Intercultural Relations in the Classroom"; (5) Viv Edwards, "Language Issues in School"; (6) The Linguistic Minorities Project, "Bilingualism and Mother Tongue Teaching in England"; (7) Peter Figueroa, "Minority Pupil Progress"; (8) Sally Tomlinson, "Home, School, and Community"; and (9) Robert Jeffcoate, "Ideologies and Multicultural Education." A bibliography, notes on contributors, and an index also are included. (Author/KH)

ED 249 145 SO 015 927

We, the People, Choose. Teaching Activities to Supplement AET '84 Presidential Election Videotapes: Election Awareness, Becoming an Informed Voter, The Voting Process.

New York State Education Dept., Albany. Bureau of Curriculum Development.

PUB DATE- 84
NOTE- 37p.
AVAILABLE FROM- Regents Research Learning Technologies Fund, New York State Education Dept., CLT Media Distribution Network & Computer Training Labs, Cultural Education Center, C-7 Concourse Level, Albany, NY 12230 (3-part videotape $40.00; specify format: 3/4", VHS, or BETA).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Citizen Participation; *Citizenship Education; Current Events; *Elections; Instructional Materials; Learning Activities; Political Issues; Secondary Education; Units of Study; Voter Registration; *Voting
IDENTIFIERS- *Presidential Campaigns

A 3-part teaching unit acquaints secondary students with election procedures and with the issues surrounding the 1984 presidential election. While designed to accompany an educational television series on the 1984 election produced by Albany Educational Television (AET), materials may also be used independently and adapted to other elections. Part I, "Election Awareness," contains four activities. A voter fact sheet explains the different types of elections and voter registration procedure. A crossword puzzle reinforces election vocabulary. Four role playing situations provide students with practice in using election vocabulary and in registering to vote. In the final activity, students complete a voter registration form. Part II, "Becoming an Informed Voter," contains three activities to acquaint students with sources of information on election issues and to help them identify issues of concern to them. The two activities in part III, "The Voting Process," familiarize students with additional vocabulary and the mechanics of the voting machine. For each activity, teachers are provided with goals, procedures, and answer keys. A posttest is provided. (LP)

ED 249 206 SP 025 334

Birch, Jack W.
Variables in Exceptionality. The Meaning of Exceptionality and the Nature and Scope of Special Education.
Minnesota Univ., Minneapolis. National Support Systems Project.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.
PUB DATE- Oct 81
NOTE- 101p.; For other modules in this series, see ED 238 844 and SP 025 332-354. For the genesis of these modules, see ED 186 399. Reviewed by Barbara K. Given and James Raths.
GRANT- OEG007902045
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Disabilities; *Educational Diagnosis; Exceptional Persons; Higher Education; Individualized Education Programs; Learning Modules; *Mainstreaming; Preservice Teacher Education; Program Evaluation; *Special Education; Student Needs; *Teacher Education Curriculum; *Teacher Educators
IDENTIFIERS- Education for All Handicapped Children Act

This module (part of a series of 24 modules) is on the background and scope of special education. The genesis of these materials is in the 10 "clusters of capabilities," outlined in the paper, "A Common Body of Practice for Teachers: The Challenge of Public Law 94-142 to Teacher Education." These clusters form the proposed core of professional knowledge needed by teachers in the future. The module is to be used by teacher educators to reexamine and enhance their current practice in preparing classroom teachers to work competently and comfortably with children who have a wide range of individual needs. The module includes objectives, scales for assessing the degree to which the identified knowledge and practices are prevalent in an existing teacher education program, and self-assessment test items. Topics discussed in this module include exceptionality and special education, background and current status of special education, integration and labeling, the meaning of mainstreaming, perspectives on "handicap" and the teacher's role, and specific exceptional conditions. Bibliographic references and journal articles are included on avoidance of stereotyping in literature and effective mainstreaming in the schools. (JD)

ED 249 264 TM 840 617

Schneider, Frank W.; Coutts, Larry M.

On the Decline of the Achievement Orientation of High School Females.

SPONS. AGENCY- Canada Council, Ottawa (Ontario).; Ontario Dept. of Education, Toronto.

PUB DATE- Apr 84

NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

GRANT- 1024; S73-1887

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- Academic Aspiration; *Achievement Need; *Adolescents; Anxiety; Classroom Environment; *Females; Foreign Countries; High Schools; Males; Self Concept; Sex Differences; *Socialization

IDENTIFIERS- Ontario

Based on the evidence and theory that sex-role differentiation increases in salience during those later high school years as students prepare for their imminent transition into young adulthood, it was anticipated that there would be a lower orientation toward achievement among grade 12 girls than grade 10 girls, and, possibly, the opposite for boys. The data were based on the responses of 848 students to scales relevant to several categories of achievement orientation. Partial support for our expectation was found. Whereas among females, grade 12 students reported lower educational aspirations and feelings of academic self-confidence than did grade 10 students, among males no grade level differences in achievement orientation were found. Also, relative to grade 10 girls, grade 12 girls reported higher levels of anxiety and perceived less achievement emphasis in their school environments. The results are consistent with the view that as girls progress through high school, socialization pressures that are antithetical to achievement increase. (Author)

ED 249 280 TM 840 637

Gibbons, Michael
Staff Development/Human Relations Program. Final Evaluation Report.
Columbus Public Schools, OH. Dept. of Evaluation Services.
PUB DATE- 15 Jul 83
NOTE- 80p.; Small print in Appendices E-J.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Elementary Secondary Education; *Inservice Education; *Inservice Teacher Education; Participant Satisfaction; *Program Evaluation; School Districts; Surveys; Teacher Improvement
IDENTIFIERS- *Columbus Public Schools OH

The goals of the Columbus Staff Development and Human Relations Program for the 1982-83 school year included: (1) to provide inservice support for the School Improvement Program in order to improve pupil acquisition of basic skills; (2) to train 148 teachers and 30 other personnel in the Teacher Expectations and Student Achievement (TESA) program; (3) to train teachers to accommodate pupil learning styles, improve time management practices, and provide strategies for improved stress management; (4) to train teachers in methods to improve discipline; (5) to provide assistance for building level inservice programs; (6) to provide inservice programs for professional support staff; and (7) to provide miscellaneous other inservice programs. Progress toward each of these goals is evaluated in terms of teacher participation, attitudes toward the program, and application of new strategies. The major part of the document is made up of appendixes. These contain TESA workshop evaluation forms, a Staff Development/Human Relations (SD/HR) workshop evaluation form, an SD/HR follow-up survey form and activities checklist, and six chronologies of SD/HR activities. (Author/BW)

ED 249 338 UD 023 867

An Urban Initiative.

New Jersey State Dept. of Education, Trenton.

PUB DATE- Mar 84
NOTE- 46p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Improvement; *Educational Objectives; Elementary Secondary Education; Leadership; School Business Relationship; *School Community Relationship; School Effectiveness; *State Programs; *Urban Schools
IDENTIFIERS- *New Jersey; *Operation School Renewal NJ

New Jersey's urban initiative has two components. The first is a broad-based program that addresses critical issues common to most urban districts Statewide. The second is a comprehensive program (Operation School Renewal) that concentrates the State's resources in three urban districts. The concentrated initiative, Operation School Renewal, will begin its first cycle during the 1984-85 through 1986-87 school years. Additional urban districts will be included in each subsequent year. Urban districts participating in the renewal program must be willing to make the initiative a top priority and to allocate staff, energy and resources to facilitate its implementation. The School Renewal Team will work closely with three selected districts to help them plan how best to address the objectives of the concentrated initiative and to help them secure the human and fiscal resources to implement these plans. Monitoring will be the responsibility of the county offices of education, and is a key part of the State's renewed commitment to local planning for educational excellence. Another important aspect of the urban initiative is the direct involvement of the corporate and industrial sectors. Finally, the project also has important

research implications for knowledge in the areas of educational leadership, school effectiveness, and the relationship between school, community, parents, and employers. (GC)

ED 249 221 SP 025 349

Sprinthall, Norman A.; And Others
Counseling Skills for Classroom Teachers.
Minnesota Univ., Minneapolis. National Support Systems Project.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.

PUB DATE- Mar 82
NOTE- 108p.; For other modules in this series, see ED 238 844 and SP 025 332-354. For the genesis of these modules, see ED 186 399. Reviewed by Donald A. Briggs and Carolyn Del Polito.
GRANT- OEG007902045
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Counseling Effectiveness; *Counseling Techniques; Empathy; Higher Education; Learning Modules; Preservice Teacher Education; Self Disclosure (Individuals); *Teacher Behavior; *Teacher Education Curriculum; *Teacher Educators; *Teacher Guidance; *Teacher Student Relationship
IDENTIFIERS- Education for All Handicapped Children Act

This module (part of a series of 24 modules) is on counseling skills for classroom teachers. The genesis of these materials is in the 10 "clusters of capabilities," outlined in the paper, "A Common Body of Practice for Teachers: The Challenge of Public Law 94-142 to Teacher Education." These clusters form the proposed core of professional knowledge needed by teachers in the future. The module is to be used by teacher educators to reexamine and enhance their current practice in preparing classroom teachers to work competently and comfortably with children who have a wide range of individual needs. The module includes objectives, scales for assessing the degree to which the identified knowledge and practices are prevalent in an existing teacher education program, and self-assessment test items. Bibliographic references and articles on developing teachers' competence in communicating with, and counseling, students are included. (JD)

McKinley, Robert L.; Reckase, Mark D.

An Investigation of the Effect of Correlated Abilities on Observed Test Characteristics.

American Coll. Testing Program, Iowa City, IA. Test Development Div.
SPONS. AGENCY- Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.
REPORT NO.- ACT-RR-ONR84-1
PUB DATE- May 84
NOTE- 62p.
CONTRACT- N00014-81-K0817
LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Ability; *Correlation; Factor Structure; Item Analysis; *Latent Trait Theory; Mathematical Models; Statistical Analysis; Statistical Studies; *Test Construction; *Test Items; Test Theory

To assess the effects of correlated abilities on test characteristics, and to explore the effects of correlated abilities on the use of a multidimensional item response theory model which does not explicitly account for such a correlation, two tests were constructed. One had two relatively unidimensional subsets of items, the other had all two-dimensional items. For each test, response data were generated according to a multidimensional two-parameter logistic model using four groups of 2000 simulated examinees, differing in the degree of inter-dimension ability correlation. To evaluate the effects on observed test characteristics, the simulated response data were analyzed using item analysis and factor analysis techniques. To assess the effects on the use of the multidimensional model, the model parameters were estimated, and compared to the true parameters. Results of the study indicated that the presence of correlated abilities has important implications. It is necessary to consider latent item structure as well as latent ability structure in test construction and analysis. Use of multidimensional item response theory models that do not explicitly account for correlated abilities may result in misinterpretation of the underlying dimensions. Research is needed to determine the nature of the misinterpretation and to perhaps develop an item response theory analogue to factor rotation. (Author/BS)

ED 249 310 UD 023 808

Wijnstra, Johan M.
Learning Potential Tests: An Alternative to Intelligence Tests?
Centraal Inst. voor Toetsontwikkeling, Arnhem (Netherlands).
PUB DATE- 84
NOTE- 14p.; Paper prepared for the Inaugural European Conference on Developmental Psychology (Groningen, Netherlands, August 28-31, 1984); For a related document, see UD 023 809.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Aptitude Tests; *Cultural Differences; Elementary Education; Ethnic Groups; Foreign Countries; Intelligence Tests; Mathematics Achievement; Mild Mental Retardation; *Minority Groups; *Predictive Validity; Pretests Posttests; Special Education; Student Placement; *Test Bias; *Test Validity
IDENTIFIERS- *Learning Potential Tests; Netherlands

This paper presents preliminary results regarding the predictive validity of learning potential tests administered in an exploratory study in Rotterdam (Holland) concerning the referral of minority students to special education. The central question of the study was why some students of Surinamese, Turkish, and Moroccan origin were placed in schools for the educable mentally retarded (EMR) while others with comparable achievement levels were not. For reasons of comparison, a sample of Dutch students with similar (low) levels of academic achievement also participated. Two learning potential tests were constructed, the first using Raven's progressive matrices, the second consisting of number series in domino notation. The tests were then administered to a sample of elementary school students consisting of the ethnic minority and Dutch children. Although the relatively short training period (about half an hour) in each learning potential test produced a significant increase in the mean posttest scores compared to the mean pretest scores, no increase of predictive validity of the posttest scores could be shown with mathematics achievement as the criterion. Neither were the pretest scores superior in the prediction of school learning. This implies that the reason of this draw is not the criterion per se, but rather the fairly high correlation between pretests and posttests. In this respect, findings were at variance with the outcomes reported in other studies. (GC)

ED 249 132 SO 015 896

Heard, Brian B., Ed.
Art Program in the Akron Public Schools.
Akron Public Schools, Ohio.
REPORT NO.- Pub-249
PUB DATE- 84
NOTE- 258p.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Aesthetic Education; Art Activities; Art Appreciation; *Art Education; Behavioral Objectives; Ceramics; Commercial Art; Course Content; Course Objectives; Creativity; Cultural Awareness; Curriculum Guides; Developmental Stages; Elementary Secondary Education; *Fine Arts; Graphic Arts; Handicrafts; Independent Study; Learning Activities; Middle Schools; Painting (Visual Arts); Photography; Sequential Approach; Skill Development; Units of Study

This curriculum guide defines the role and objectives of the art program in the Akron Public Schools at all grade levels. Following a foreword on the role of the art teacher, materials are divided into three sections. Section I outlines the art program at the elementary level. The philosophy of elementary art and the four developmental stages of children's growth in art are described. Descriptions of programs in creative art, aesthetic awareness, cultural awareness, and art skills also contain outlines and charts of course objectives as well as lesson plans for art activities in grades 1 through 6. In section II, on the middle school program, a statement of philosophy is followed by course outlines for 7th and 8th grade art programs. Outlines include course objectives and lesson plans. Section III, on the senior high school art program, includes summaries of philosophy and goals and objectives, and provides a scope and sequence chart, a detailed outline of art experiences for each course at each grade level, and course descriptions and activities for the following courses: drawing and design, crafts, advanced crafts, art appreciation, ceramics, advanced ceramics, sculpture, painting, advanced painting, printmaking, commercial design, photography, and independent study. (LP)

ED 249 160 SO 015 947

Col, Jeanne-Marie
Interviewing Women in Groups: A Liberating Methodology.
PUB DATE- 8 Mar 82
NOTE- 8p.; Paper presented at the Southwest Women's Studies Conference (Charleston, SC, March 8, 1982).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Children; Educational Research; Employment; Family Life; *Females; Feminism; *Foreign Countries; *Life Style; Research Design; *Research Methodology; Secondary Education; *Student Attitudes
IDENTIFIERS- *Group Interviews; *Uganda

Group interviews were found to be a liberating research methodology when used in a study to determine the views of 1,000 secondary school girls in Uganda concerning family life and work. A liberating method of interviewing has the following characteristics: it is nonexploitative, the subjects have some control over the situation, there is two-way communication, research questions are meaningful to subjects, and a diversity of viewpoints are examined. In addition to group interviews, data were collected through questionnaires and post-interview question and answer sessions. Research findings showed that 92 percent of the women intend to have children, but only 87 percent want to get married. In terms of work, 87 percent plan to work after marriage; 85 percent want jobs that require training beyond secondary schools. The advantages of using group interviews were many. For example, explanations as well as descriptions were obtained. There was a measure of external validity, because the researchers could see within groups how much a particular opinion was shared. Also, the women learned about themselves from the process. (RM)

SP

ED 249 174 SP 023 866

Kutz, Ronald E.; And Others
Cosmos: The Integrated Day Comes to College.
PUB DATE- Oct 83
NOTE- 19p.; Paper presented at the Annual Meeting of the Northern Rocky Mountain Educational Research Association (1st, Jackson Hole, Wyoming, October 13-15, 1983).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Course Content; *Curriculum Development; Education Courses; Higher Education; *Integrated Activities; *Integrated Curriculum; *Interdisciplinary Approach; Methods Courses; Preservice Teacher Education; *Teaching Methods

Four full days of classroom instruction, devoted to the modeling of effective curriculum integration, were designed for preservice elementary school teachers. The unit was the result of a conviction on the part of teacher educators that children learn best when learning is not separated into forty-minute periods of math, social studies, language arts, and science, but rather combined into a more meaningful, holistic experience. To demonstrate to the education students the feasibility of this kind of teaching, the unit integrated all of the curricular areas into a "methods block." The unit was based on an episode of Carl Sagan's television series, "Cosmos." The episode selected was "The Harmony of Worlds," which tied together the whole fabric of crucial events within a particular historical period. The motivation for, planning, and execution of the unit are discussed and each day's activities are described. Factors which led to its success are considered. (JD)

ED 249 190 SP 025 192

Galluzzo, Gary R.
A Study of Student-Teacher Thinking.
PUB DATE- 26 Apr 84
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Processes; Decision Making; Educational Research; Elementary School Teachers; Higher Education; *Learning Activities; *Learning Strategies; Preservice Teacher Education; Student Attitudes; *Student Teacher Attitudes; *Student Teachers

A study used an information-processing model to examine the thoughts of student teachers during the act of teaching. A review of related research on teacher information-processing included studies by Marland (1977), McNair and Joyce (1978), and Morine and Vallance (1975). The study used the method and categories of concerns of McNair and Joyce who, in their study of elementary school teachers, identified major concerns of inservice teachers: (1) pupil learning, attitudes, and behavior; (2) lesson content; (3) procedures; (4) instructional materials; and (5) time block restrictions. These teachers' major concerns were pupil learning and learning tasks, followed by pupil attitudes. Ten elementary school level student teachers participated in the study. Lessons taught by the subjects were videotaped, and stimulated recall interviews were conducted during replaying of the tapes. The student teachers' greatest concerns were pupil learning and pupil attitudes, followed by tasks or learning activities. Results are analyzed in terms of implications for teacher education. (JD)

ED 249 235 TM 840 523

Estes, Camille; Peterson, Sarah
Mesa Public Schools: as Seen through the Eyes of 1980 Graduates.

Mesa Public Schools, AZ. Dept. of Research and Evaluation.
PUB DATE- Sep 83
NOTE- 77p.; For a related document, see TM 840 524.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Educational Attainment; Educational Quality; Employment Patterns; *Graduate Surveys; *High School Graduates; High Schools; Longitudinal Studies; *Program Effectiveness; *Program Evaluation; School Districts; Student Attitudes
IDENTIFIERS- *Mesa Public Schools AZ

As part of the ongoing process of self-assessment begun with the 1973 Graduate Follow-up Study of the 1971 graduates, and continued in 1978 with the 1976 graduates, it was decided to conduct a survey of the 1980 graduates of the Mesa Public Schools during November and December, 1982. The data collected and analyzed at that time are presented in this study. Fifty-eight percent of the graduates of Mesa Public Schools are doing what they planned while in high school. Forty-two percent of the 482 respondents are going to school full time. Of those not attending school full time, 80 percent are employed full or part time. Eighty percent of the total sample agree that more math classes should be required. Seventy-five percent agree that more business education classes are needed, and 70 percent agree that more English and science should be required. Seventy-nine percent of the graduates responded that their high school experience in Mesa was good or excellent. Over 25 percent of the respondents indicated poor preparation for each subject area. Subjects for which students most frequently indicated poor preparation were: math, English, science, and art. Over 70% of the respondents also contributed comments. Results were compared with responses of earlier graduates (1971 and 1976). (BW)

ED 249 296 UD 023 700

Baker, Jim, Comp.; And Others
A Community of People: A Multi-Ethnic Bibliography.
Portland Public Schools, Oreg. Curriculum Dept.
PUB DATE- 82
NOTE- 122p.; Printed on colored paper. For a 1974 version of this document, see ED 121 872.
AVAILABLE FROM- Portland Public Schools, P.O. Box 3107, Portland, OR 97208 ($8.00 per copy).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Annotated Bibliographies; *Community Resources; Elementary Education; *Ethnic Groups; *Instructional Materials; *Multicultural Education; *Multicultural Textbooks
IDENTIFIERS- *Oregon (Portland)

This bibliography, developed as part of the Portland (Oregon) Public School District's Comprehensive Desegregation Plan, is designed to assist teachers of grades K-8 in locating materials which are unbiased and contribute to multicultural understanding. The bibliography lists books, audiovisual items, and community resources within reach of educators in the Portland area. The following lists and indices are included: (1) an alphabetical descriptive listing of recommended student materials; (2) an index, by geo-cultural group, to student materials; (3) an index, by curriculum subject headings, to student materials; (4) an index by geo-cultural groups with curriculum subheadings of materials available in the Professional Library of the Portland School district; and (5) a community resource index organized by community groups which can provide schools with services to facilitate multicultural education. A map and explanation of geo-cultural groupings referred to throughout the bibliography is also included. (KH)

ED 249 325 UD 023 835

Chapter One in Ohio: Education Consolidation and Improvement Act, 18th Annual Evaluation Report, Fiscal 1983.

Ohio State Dept. of Education, Columbus.

SPONS. AGENCY- Department of Education, Washington, DC.

PUB DATE- Jun 84

NOTE- 33p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Achievement Gains; Basic Skills; *Compensatory Education; Elementary Secondary Education; Federal Aid; Parent Participation; Program Costs; *Program Effectiveness; Reading Programs; Remedial Mathematics; *Remedial Programs; Special Education; Staff Development; *State Programs; State Schools; *Student Participation

IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1; *Ohio

This report summarizes recent compensatory education program activities in Ohio, which were funded through Chapter 1 of the Education Consolidation and Improvement Act. It presents and discusses statistics for the 1982-83 school year, participation trends, instructional impact, expenditure and staffing patterns, inservice training, parent involvement, and five-year trends. The first part of the report describes basic Chapter 1 services. Participants in basic programs are said to have included students at every grade level, but a majority were in Grades 1-3. The standardized test scores reported document gains in basic skills (reading and mathematics) for most participants. Expenditure patterns show that reading programs absorbed the largest share of funding, and teachers' salaries constituted the greatest single expense. Parents' advisory role is said to have significantly increased the effectiveness of Chapter 1 in improving student achievement. The remainder of the report describes Chapter 1 services provided for the children of migratory agricultural workers, and those handicapped, neglected, and delinquent children being educated in State agency schools. Finally, major services provided by the Ohio Department of Education to local school districts and to State agency schools are outlined. (KH)

ED 249 146 SO 015 928

Resources for Secondary Social Studies Instruction.
Maryland State Dept. of Education, Baltimore. Div. of Library Development and Services.
PUB DATE- 84
NOTE- 147p.; For "Social Studies: A Maryland Curricular Framework," see ED 237 433. For elementary resources, see ED 238 770.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Audiovisual Aids; Books; *Educational Objectives; Filmstrips; High Schools; Instructional Materials; Resource Materials; *Social Studies; *Textbook Evaluation

A 2-part annotated bibliography is designed to assist school administrators, library media specialists, and teachers in selecting materials for their social studies programs in grades 9 through 12. Resources were selected by Maryland educators according to five criteria: state goals and subgoals for social studies, quality of materials, currentness of the selected items, previous use by Maryland schools, and appropriateness for grades 9-12. In the first part, over 650 books, filmstrips, and audio-visual packages, most published between 1970 and 1984, are listed alphabetically by title. Each citation includes bibliographic information and a brief annotation. In the second part titles are tagged to each of the Maryland goals and subgoals for social studies instruction contained in "Social Studies: A Maryland Curricular Framework." Each title is accompanied by appropriate grade level and a cross-reference to its annotation in the first section of the document. (IP)

ED 249 207 SP 025 335

Boy, Angelo V.
Psychological Education: Instructional Approaches for Teachers.
Minnesota Univ., Minneapolis. National Support Systems Project.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.
PUB DATE- 82
NOTE- 134p.; For other modules in this series, see ED 238 844 and SP 025 332-354. For the genesis of these modules, see ED 186 399. Reviewed by Norman A. Sprinthall. Light broken type in review section.
GRANT- OEG007902045
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Higher Education; *Humanistic Education; Learning Modules; *Mainstreaming; Preservice Teacher Education; *Psychological Needs; Student Centered Curriculum; Student Development; *Teacher Education Curriculum; *Teacher Educators
IDENTIFIERS- Education for All Handicapped Children Act

This module (part of a series of 24 modules) is on helping students to understand, deal with, and overcome current normal and developmental problems which interfere with personal growth. The genesis of these materials is in the 10 "clusters of capabilities," outlined in the paper, "A Common Body of Practice for Teachers: The Challenge of Public Law 94-142 to Teacher Education." These clusters form the proposed core of professional knowledge needed by teachers in the future. The module is to be used by teacher educators to reexamine and enhance their current practice in preparing classroom teachers to work competently and comfortably with children who have a wide range of individual needs. The module includes objectives, scales for assessing the degree to which the identified knowledge and practices are prevalent in an existing teacher education program, and self-assessment test items. References and journal articles are included on the subject of learner centered psychological education. (JD)

Murphy, Carol, Ed.
Outcome-Based Instructional Systems: Primer and Practice. Education Brief.
Far West Lab. for Educational Research and Development, San Francisco, Calif.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- May 84
NOTE- 25p.
GRANT- NIE-G-80-0103
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Competency Based Education; Educational Diagnosis; Elementary Secondary Education; Feedback; *Instructional Improvement; *Instructional Systems; Mastery Learning; *Outcomes of Education; School Districts
IDENTIFIERS- Connecticut (New Canaan); Johnson City Central School District NY; Outcome Based Education; *Outcome Based Instructional Systems Approach; Red Bank Public Schools NJ

The Outcome-Based Instructional Systems approach is a comprehensive design for teaching and learning and instructional management that has its roots in the mastery learning and competency-based education movements of the early 1970s and has been implemented in hundreds of schools and districts across the country. The first part of this brief explores the roots of the outcome-based strategy and describes how such a system operates. The second part of the brief features profiles of three outcome-based instructional programs: Center School, New Canaan, Connecticut; Johnson City Central School District, New York; and Red Bank Borough School District, New Jersey. These descriptions not only illustrate the variety of potential applications of outcome-based instruction but also suggest some of the implications of adopting this educational delivery strategy. (BW)

Stout, William
A Statistical Procedure for Assessing Test Dimensionality. Measurement Series 84-2.
Illinois Univ., Urbana. Model Based Measurement Lab.
SPONS. AGENCY- Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.
PUB DATE- 84
NOTE- 22p.
CONTRACT- N00014-79C-0752
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Latent Trait Theory; Statistical Analysis; *Statistical Distributions; Testing Problems; Test Validity
IDENTIFIERS- *Unidimensionality (Tests)

An important problem in psychological test theory is the development of a sound method for determining whether a test which purports to measure the level of a certain ability is, in reality, significantly contaminated by one or more other abilities displayed by persons taking the test. Because of the large number of private and governmental organizations routinely using tests to screen people for the levels of various abilities, this problem of assessing the dimensionality of a test is of great importance. The solution will be useful in settings other than psychological testing, since the problem is one of general interest and should, hence, be an important addition to statistical methodology literature. Described in this paper is an approach to the problem of finding a theoretically sound and useful procedure for making inferences about the dimensionality of the ability parameter, or more precisely, the dimensionality of the distribution of the ability parameter. (Author)

ED 249 339 UD 023 868

Reynolds, Wm. Bradford
Remarks of Assistant Attorney General, Civil Rights Division, before the Affirmative Action Association (Chicago, IL, September 20, 1984). September 20, 1984).
Department of Justice, Washington, D.C. Civil Rights Div.
PUB DATE- 20 Sep 84
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Affirmative Action; *Court Litigation; Federal Courts; *Public Policy; *Quotas; Racial Discrimination; Reverse Discrimination; Sex Discrimination
IDENTIFIERS- *Reagan Administration; *Supreme Court

"Affirmative action" is the term typically used to refer to two contrasting values: the value of equal opportunity and the value of equal results. The Justice Department under the Reagan Administration, however, draws a clear distinction between the two, and is committed to the "original" meaning of affirmative action. That is, the Administration supports the principle that individuals previously neglected in the search for talent must be allowed to apply and be considered along with all others for available jobs or contracting opportunities, but that hiring and selection decisions would be made from the pool of applicants without regard to race, creed, color, sex, or national origin. The administration rejects the remedial use of goals, quotas, or other such numerical devices designed to achieve a particular balance as to race or sex in the workforce. This position is supported by a recent Supreme Court decision (Firefighters' Local Union v. Stotts) and policy considerations. In terms of policy, it is incorrect to equate underrepresentation with discrimination. In addition, it is neither remedial nor equitable to require the hiring, promotion, or retention of a person who has not suffered discrimination solely because that person is a member of a group that might have been discriminated against. Finally, racial quotas and other preferential treatment unjustifiably infringe on the legislative interests of third parties, such as incumbent employees. To sum up, wherever it occurs and however it is explained, no action disadvantaging a person because of color or gender is affirmative. (GC)

ED 249 133 SO 015 903

Maloi, Lebesa Charles

Implementation of Social Studies in Lesotho. African Studies in Curriculum Development and Evaluation No. 87.

African Curriculum Organisation.

SPONS. AGENCY- German Agency for Technical Co-Operation, Nairobi (Kenya).; Kenya Inst. of Education, Nairobi.; Nancy Renfro Studies, Austin, Tex.

PUB DATE- 83

NOTE- 63p.; Some pages may be marginally legible due to light print. Requirement for the Postgraduate Diploma, University of Nairobi.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142) Dissertations/Theses - Undetermined (040)

DESCRIPTORS- Attendance; Comparative Education; *Curriculum Development; Developing Nations; Educational Change; Educational Facilities; Educational Finance; *Educational Needs; Educational Research; Elementary Education; Foreign Countries; Government Role; Parent Participation; Program Evaluation; Program Improvement; *Social Studies; Teacher Education

IDENTIFIERS- *Lesotho

Problems encountered by teachers in Lesotho in implementing the 1981 elementary social studies program were investigated. Twenty randomly selected urban and rural schools participated in the study. Twenty-four teachers and 10 parents answered questionnaires and the chairman of the National Panel for Social Studies was interviewed. Findings revealed four main problems: (1) irregular school attendance, (2) mixed-age groups in classes, (3) lack of parental involvement, and (4) a shortage of funds on the part of the Ministry of Education to carry out its plans, resulting in a lack of supportive materials, a lack of relevant teacher training, and poor school facilities. Recommendations include the following: The absenteeism problem can be solved by having parents do remedial instruction at home. To teach mixed-age groups, teachers must be trained to identify pupils' differences so that they can re-adjust the syllabus to individual needs. Inservice teacher education should be provided through radio. Parents must be informed of their role. The Ministry of Education should take the necessary steps to acquire the money needed to complete the project. (RM)

ED 249 161 SO 015 948

Col, Jeanne-Marie
Women in Public Administration and Management: Trends, Analysis and Training.
PUB DATE- Apr 84
NOTE- 14p.; Paper presented at the International Interdisciplinary Congress on Women (Groningen, Netherlands, April 1984).

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Change; Change Strategies; *Employed Women; Employment Opportunities; Employment Patterns; *Equal Opportunities (Jobs); Females; *Managerial Occupations; Occupational Mobility; *Professional Occupations; *Public Administration; *Sex Discrimination; Sex Fairness

Designed to encourage governments to promote the increased employment of professional women in public administration and management, this document provides facts and trends of employment, current policy initiatives, an analysis of barriers and successes, and a list of seminars and training sessions designed to improve opportunities for women to contribute to the development and well-being of their countries. Through a brief analysis of five countries (Uganda, Thailand, Brazil, Latin America, and the United States), the differential access of women to managerial and professional positions is documented. Advances made in the public employment of women are cited and activities designed to increase the participation of women in professional and managerial positions in public service are described. Charts are used to illustrate concepts given in the remaining text. In the first chart, "Causes and Remedies for Discrimination," four major problems--awareness/socialization, formal education, entry, and promotion--are juxtaposed with four major styles of remedies--laws, formal education, training, and networking and organizational strategies. The second chart emphasizes how values, attitudes, and behaviors can be changed through the application of the above remedies. Possible barriers and obstacles to women's advancement are categorized as external versus internal barriers. The document concludes with a list of suggested training modules. (LH)

ED 249 175 SP 023 940

Perez, JoEllen V.; Gettone, Vernon G.
Curriculum Modification and College Faculty Retraining: A Model for the 21st Century.
PUB DATE- 2 Feb 84
NOTE- 16p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (64th, New Orleans, LA, January 28-February 1, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Curriculum Development; Evaluation Criteria; *Faculty Development; Higher Education; Needs Assessment; Preservice Teacher Education; *Standardized Tests; *Teacher Education Curriculum; *Test Construction; *Test Wiseness

A cooperative effort was made by the faculty of South Carolina State College to strengthen student skills perceived as critical to successful performance on standardized tests required for admission to teacher preparation programs and teaching certification. The areas of language skills, reading comprehension, critical thought, and test-taking were identified as important. Instructors examined objectives and evaluation procedures for each course in a teacher education program area and generated an overall assessment plan for each course and teacher education program. An Objectives Intent Review Form was used for each objective. This form involved stating the course objective, indicating the cognitive level, describing the ideal procedures for assessing its attainment, and determining whether its attainment could be measured with an objective-type test item. Objectives were restated, and faculty members were trained on the principles of test item construction, including instruction on desirable and undesirable test item characteristics and specification of item-writing principles. The result of this endeavor was a certain amount of modification of the curriculum to make it more pertinent to the types of examinations students will encounter prior to and during their careers. (JD)

ED 249 191 SP 025 266

Fitzpatrick, Genevieve
Evaluation of an Alcohol Education Program for Teachers: A Case Study.
PUB DATE- Aug 83
NOTE- 60p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Alcohol Education; Alcoholism; Attitude Change; Elementary Secondary Education; Inservice Teacher Education; *Program Effectiveness; Program Evaluation; *Research Methodology; *Teacher Attitudes

A study was made to determine the impact of a 14-week alcohol education program on the knowledge and attitudes of a self-selected group of teachers in a Massachusetts school system. An assumption underlying the curriculum studied was that, with appropriate knowledge and attitudes about problem drinking, teachers might intervene early with students affected with a drinking problem. A quasi-experimental design was used to evaluate the program's effectiveness by analyzing how exposure to the program and selected demographic variables affected the knowledge and attitudes of the participants. The 33 participants who attended the inservice course and completed the post-test questionnaire made up the study population. It was concluded that short term gains in knowledge and positive attitudes were accounted for by program effects. The 18 hypotheses which formed the basis for the program's content are discussed and the research methodology used in the study is described in detail. The instruments used in the study are appended. (JD)

Stewart, Ann L.
Individualized Teaching: Writing Individualized Education Programs.
Minnesota Univ., Minneapolis. National Support Systems Project.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.
PUB DATE- 82
NOTE- 123p.; For other modules in this series, see ED 238 844 and SP 025 332-354. For the genesis of these modules, see ED 186 399. Reviewed by Marleen C. Pugach and Ann P. Turnbull.
GRANT- OEG007902045

LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Educational Diagnosis; Higher Education; *Individualized Education Programs; Learning Modules; *Mainstreaming; Parent School Relationship; Preservice Teacher Education; Student Evaluation; Student Needs; *Teacher Education Curriculum; *Teacher Educators
IDENTIFIERS- Education for All Handicapped Children Act

This module (part of a series of 24 modules) is on writing individualized education programs (IEPs). The genesis of these materials is in the 10 "clusters of capabilities," outlined in the paper, "A Common Body of Practice for Teachers: The Challenge of Public Law 94-142 to Teacher Education." These clusters form the proposed core of professional knowledge needed by teachers in the future. The module is to be used by teacher educators to reexamine and enhance their current practice in preparing classroom teachers to work competently and comfortably with children who have a wide range of individual needs. The module includes objectives, scales for assessing the degree to which the identified knowledge and practices are prevalent in an existing teacher education program, and self-assessment test items. Topics discussed in this module include responsibility and accountability, student referral, the multidisciplinary evaluation approach, IEP team meetings, IEP contents, and IEPs at the secondary school level. Bibliographic references and articles expanding on the subject of developing skills in writing IEPs for mainstreamed students are included. (JD)

ED 249 236 TM 840 524

Troidl, Robert; Peterson, Sarah
Mesa Public Schools: as Seen through the Eyes of 1982-83 Seniors. RR-51.
Mesa Public Schools, AZ. Dept. of Research and Evaluation.
PUB DATE- Dec 83
NOTE- 72p.; For a related document, see TM 840 523.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Aspiration; Comparative Analysis; Counseling Services; Educational Quality; High Schools; *High School Seniors; Intellectual Disciplines; Occupational Aspiration; *Program Effectiveness; *Program Evaluation; School Districts; *Student Attitudes; Surveys
IDENTIFIERS- *Mesa Public Schools AZ

As part of the ongoing process of self-assessment begun with the 1973 Graduate Follow-up Study of the 1971 graduates and continued in 1978 with the 1976 graduates and in 1983 with the 1980 graduates, it was decided to conduct a survey of the 1983 seniors of the Mesa Public Schools during the spring of 1983. The data collected and analyzed at that time are presented in this study. Thirty-seven percent of the seniors indicated that the one school activity that helped them the most was athletics and cheerleading. Over 50 percent indicated they should have been required to take more science, math, foreign language, business education, computers, and reading while in high school. Over 60 percent indicated that high school has successfully prepared them in physical education, English, mathematics, social studies, reading, and traffic safety/driver's education. The majority indicated they were poorly prepared in art, science, and mathematics. Approximately 70 percent expect to attend a college or university after graduation. Of the remaining seniors, 25 percent expect to work in some clerical field. Results are compared between schools and with the results of the 1983 Graduate Follow-up Survey. (BW)

ED 249 250 TM 840 591

Baird, John R.; White, Richard T.
Improving Learning through Enhanced Metacognition: A Classroom Study.
PUB DATE- Apr 84
NOTE- 40p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Action Research; Cognitive Style; *Decision Making Skills; Grade 9; Grade 11; High Schools; Instructional Materials; *Learning Strategies; *Learning Theories; *Metacognition; Participant Observation; Personal Autonomy; Science Instruction; *Self Evaluation (Individuals); Student Attitudes

This paper reports a six month intervention program in two ninth grade science classes and one eleventh grade human biology class. One teacher, one researcher, and 64 students participated in this action research to improve student learning and attitude through training in metacognition. The researcher was a participant observer, who introduced materials and procedures for teacher and students designed to increase the students' awareness and control of their own learning. Materials included a Question-Asking Checklists to help students practice evaluation strategies during class, an Evaluation Notebook and Card, and a Techniques Workbook. The study had four main phases: (1) exploratory; (2) awareness; (3) participation; and (4) responsibility. The extensive data came from direct observations, audio and/or video recordings of classroom activities and student interviews, tests, and self-evaluations. It demonstrated changes in student and teacher behavior and in achievements and attitudes. Difficulties in presenting the extensive results of this new style of research have not yet been solved. A summary of evidence is presented on two outcomes: greater learner control over learning through effective decision making, and the teacher allowing more learner control. Recommendations for classroom practice and implications for the curriculum and school organization are drawn. (Author/BS)

ED 249 297 UD 023 748

International Perspectives on Affirmative Action. A Bellagio Conference (Lake Como, Italy, August 16-20, 1982).

Rockefeller Foundation, New York, N.Y.

PUB DATE- May 84
NOTE- 301p.; For selected individual papers, see UD 023 749-757.
LANGUAGE- English

EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Affirmative Action; Educational Opportunities; Equal Opportunities (Jobs); Equal Protection; *Ethnic Groups; Ethnic Relations; *Foreign Countries; *Government Role; *Public Policy; Racial Relations; *Social Discrimination; Social Problems

This volume presents nine papers read at a conference on affirmative action, sponsored by the Rockefeller Foundation and held at Columbia University in August 1982; a preface, summary paper, and list of participants are also included. Each paper addresses the issue of affirmative action within a different country and describes: (1) the policies and programs of the country; (2) the standards, laws, constitutional provisions, and court decisions to which the policies conform; (3) a brief historical background; (4) the rationale or philosophical underpinnings of the policy (e.g., compensation, previously flawed selection criteria, social utility); (5) how the policy and programs actually operate; (6) the extent of success; (7) the nature and extent of opposition; and (8) the expected duration of the program. By author and title, papers presented are: (1) Mah Hui Lim, "Malay Special Rights: 'Affirmative Action' in Malaysia"; (2) B. Sivaramayya, "Affirmative Action: The Scheduled Castes and the Scheduled Tribes" (India); (3) L. Adele Jinadu, "Federalism, Ethnicity, and Affirmative Action in Nigeria"; (4) Natan Lerner, "Affirmative Action in Israel"; (5) Dunstan M. Wai, "Internal Colonialism and Political Engineering in the Sudan"; (6) Klaus Hufner, "The Right to Education: The Case of the Federal Republic of Germany"; (7) Trivo Indjic, "Affirmative Action: The Yugoslav Case"; (8) Susan C. Bourque, "Peru: Affirmative Action for the Majority"; (9) William L. Taylor, "Affirmative Action in the United States"; (10) Jack Greenberg, "Affirmative Action in Other Lands: A Summary." (Author/KH)

ED 249 311 UD 023 809

Wijnstra, Johan M.
Referral of Minority Children to Special Education in Holland.
Centraal Inst. voor Toetsonwikkeling, Arnhem (Netherlands).
PUB DATE- 84
NOTE- 15p.; Paper prepared for the World Congress of Applied Linguistics (7th, Brussels, Belgium, August 5-10, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Education; Foreign Countries; Intelligence; Language Proficiency; *Mild Mental Retardation; *Minority Groups; *Special Education; *Student Placement; *Test Results

IDENTIFIERS- *Netherlands

In Holland, it recently has been recognized that minority students are underrepresented in schools for learning disabled (LD) and are overrepresented in schools for the educable mentally retarded (EMP). In 1983, a study was begun in Rotterdam to determine why some students of Surinamese, Turkish, and Moroccan origin were placed in schools for the EMR, while others with comparable achievement levels were not. This paper addresses the question of whether EMR and low achieving regular education (RE) students from these ethnic groups show any differences on six subtests of an intelligence test and five subtests of a language proficiency test. First, the educational context in Rotterdam is described briefly. Following this is an outline of the study methodology, which consisted of stepwise reading and mathematics screening in ERM and regular elementary schools. The study sample was drawn from students assessed in this manner, and students in the sample were given individually the short form of a newly revised Dutch intelligence test and five subtests from an oral language proficiency test. The raw scores on these tests, it is explained, were used as independent variables in stepwise linear discriminant analyses for each group, the dependent variable being school type. Results are said to indicate that when control variables (sex, age, length of residence in Holland, reading level and mathematics level) are kept constant in each group, the EMR and RE students differ only slightly and there is considerable overlap. (GC)

Bach, G. L.; Kelley, Allen C.
Improving the Teaching of Economics: Achievements and Aspirations.
PUB DATE- May 84
NOTE- 8p.; In: American Economic Review Papers and Proceedings, v74 n2 p12-18 May 1984.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Proceedings (021)
DESCRIPTORS- Computer Assisted Instruction; *Economics Education; Educational Cooperation; Educational Radio; Educational Research; Futures (of Society); Higher Education; Information Dissemination; *Instructional Improvement; Learning Theories; Periodicals; Program Descriptions; Program Evaluation; Schools of Education; *Teacher Education; Women Faculty
IDENTIFIERS- *Committee on Economic Education

Achievements and possible future projects of the American Economic Association's Committee on Economic Education (CEE), whose goal is to improve teaching in college and university economics, are discussed. The Teacher Training Program (TTP) was established by the CEE in the 1970's to develop programs to train economic educators. To date the project has developed a resource manual and conducted workshops for graduate students and training programs for 25 institutions. The CEE has also successfully emphasized the promotion of research on economic education. For example, economic research has benefited enormously from the development of a standardized test, the Test of Understanding College Economics, originally sponsored by CEE in 1968. A third CEE achievement was the co-founding with the Joint Council on Economic Education of the Journal of Economic Education, which publishes research reports on teaching. The focus of new projects which the CEE is considering includes computer-assisted instruction, the use of radio in teaching economics, learning theory and research as a foundation for teaching economics, increasing the supply of women as economics teachers, and cooperation with schools of education. (RM)

ED 249 266 TM 840 619

Becker, Betsy Jane
Power Differences among Tests of Combined Significance.
PUB DATE- Apr 84
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Effect Size; Hypothesis Testing; *Meta Analysis; Research Methodology; Sample Size; *Statistical Analysis; *Statistical Significance
IDENTIFIERS- *Power (Statistics)

Power is an indicator of the ability of a statistical analysis to detect a phenomenon that does in fact exist. The issue of power is crucial for social science research because sample size, effects, and relationships studied tend to be small and the power of a study relates directly to the size of the effect of interest and the sample size. Quantitative synthesis methods can provide ways to overcome the problem of low power by combining the results of many studies. In the study at hand, large-sample (approximate) normal distribution theory for the non-null density of the individual p value is used to obtain power functions for significance value summaries. Three p-value summary methods are examined. Tippett's counting method, Fisher's inverse chi-square summary, and the logit method. Results for pairs of studies and for a set of five studies are reported. They indicate that the choice of a "most-powerful" summary will depend on the number of studies to be summarized, the sizes of the effects in the populations studied, and the sizes of the samples chosen from those populations. (BW)

ED 249 282 TM 840 639

Student Achievement in New York State, 1982-83.

New York State Education Dept., Albany. Div. of Educational Testing.

PUB DATE- 30 Jan 84
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; College Entrance Examinations; Elementary Secondary Education; National Norms; *School Effectiveness; Standardized Tests; *State Norms; State Programs; Statewide Planning; *Test Results
IDENTIFIERS- California Achievement Tests; College Board Achievement Tests; Iowa Tests of Basic Skills; Metropolitan Achievement Tests; *New York; New York State Pupil Evaluation Program; New York State Regents Examinations; Scholastic Aptitude Test

Analysis of the available data suggests that New York's elementary and secondary schools, taken as a whole, compiled a good record of achievement during the 1982-83 school year. Three kinds of test data were analyzed. One was the result of a study which involved the collection of scores on three commercially available standardized tests: the California Achievement Tests, the Iowa Tests of Basic Skills, and the Metropolitian Achievement Tests. This study compared New York pupils with pupils nationwide, 1973-1983. The second consisted of scores from the New York Pupil Evaluation Program, the Regents Competency Tests, and the Regents Examinations. The third was a by-product of national programs that identify outstanding pupils. These programs include the College Board Scholastic Aptitude Test, Achievement Tests, and Advanced Placement Program; the National Merit Scholarship competition; and the Westinghouse Science Talent Search. In this report, the 1982-83 results for each of these quality indicators are summarized. (BW)

ED 249 326 UD 023 837

Moore, Kristin A.
Adolescent Pregnancy: An Inventory of Relevant Federal Programs and Policies.
Urban Inst., Washington, D.C.
SPONS. AGENCY- Mott (C.S.) Foundation, Flint, Mich.
PUB DATE- 83
NOTE- 28p.; For a related document, see UD 023 838.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescents; *Early Parenthood; *Family Planning; *Federal Programs; Health Services; Nutrition; Pregnant Students; Secondary Education; *Social Services; Unwed Mothers; *Welfare Services

This paper provides an overview of Federal programs related to teenage pregnancy. Primary prevention and ameliorative services are explained to assist fund raisers, counselors, and policymakers in developing appropriate programs. Information is given about legislative background, purpose, eligibility, and disbursement. Programs which provide assistance in these areas are discussed: family planning; abortion; adolescent family life demonstration projects; health; teenage parents and education; preschool education; day care; welfare; social services; child support enforcement; employment and training; food and nutrition programs; housing; runaway youth; and child abuse and neglect prevention and treatment. (KH)

ED 249 340 UD 023 869

Reynolds, Wm. Bradford

Remarks of Assistant Attorney General, Civil Rights Division, before the Chamber of Commerce of the United States of America. National Chamber Litigation Center's Forum Luncheon Series (Washington, D.C., September 26, 1984).

Department of Justice, Washington, D.C. Civil Rights Div.

PUB DATE- 26 Sep 84
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Civil Liberties; *Civil Rights; Court Litigation; *Federal Courts; *Groups; *Group Status; *Public Policy; Social Discrimination
IDENTIFIERS- *Reagan Administration; Supreme Court

The Reagan Administration's allegiance lies with the advocates of individual rights, not the protectors of group entitlements. This stand is based on the belief that defense of individual rights is the only appropriate basis for achieving a consensus on civil rights in a pluralistic society. Group preferences, which have been imposed by the Federal bureaucracy, have led to bitterness and disharmony. During the past term of the Supreme Court, the rights of individuals began to regain the constitutional recognition they once enjoyed, and group entitlements were effectively relegated to the sidelines. (GC)

Gilliss, Geraldine; Moll, Marita
Teacher Effectiveness Research. Part I: General Works. Bibliographies in Education No. 77.
Canadian Teachers' Federation, Ottawa (Ontario).
REPORT NO.- C-84101; ISBN-0-88989-160-5
PUB DATE- May 84
NOTE- 109p.; For Part II, see SP 025 270.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Academic Achievement; *Classroom Techniques; Educational Research; Elementary Secondary Education; Foreign Countries; Research Methodology; *Teacher Behavior; *Teacher Effectiveness; Teaching Methods; Teaching Styles

This 292-item bibliography lists materials on teacher effectiveness research published from 1978 to early 1984. Reference to some earlier works of significance is also included. Teacher effectiveness research is here defined to include principally studies conducted in the presage-context-process-product tradition

in an attempt to determine relationships between teacher behaviors and students' cognitive and affective attainments. The bibliography includes reviews, critiques, and reports of studies in which a wide selection of variables was considered. Discussions of observational instruments are also included. (Author/JD)

ED 249 208 SP 025 336

Brolin, Donn E.
Life Skills for Independent Living.
Minnesota Univ., Minneapolis. National Support Systems Project.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.
PUB DATE- Sep 82
NOTE- 81p.; For other modules in this series, see ED 238 844 and SP 025 332-354. For the genesis of these modules, see ED 186 399.
GRANT- OEG007902045
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adaptive Behavior (of Disabled); Curriculum Development; *Daily Living Skills; Higher Education; Individual Development; Learning Modules; *Mainstreaming; *Normalization (Handicapped); Preservice Teacher Education; Relevance (Education); Self Care Skills; *Teacher Education Curriculum; *Teacher Educators
IDENTIFIERS- Education for All Handicapped Children Act

This module (part of a series of 24 modules) is on developing a life skills curriculum for disabled students. The genesis of these materials is in the 10 "clusters of capabilities," outlined in the paper, "A Common Body of Practice for Teachers: The Challenge of Public Law 94-142 to Teacher Education." These clusters form the proposed core of professional knowledge needed by teachers in the future. The module is to be used by teacher educators to reexamine and enhance their current practice in preparing classroom teachers to work competently and comfortably with children who have a wide range of individual needs. The module includes objectives, scales for assessing the degree to which the identified knowledge and

practices are prevalent in an existing teacher education program, and self-assessment test items. Journal articles and bibliographic references are included on teaching critical life skills to handicapped students. (JD)

ED 249 134 SO 015 904

Kiigi, Evans

An Examination of History Teaching in Kenya Secondary Schools.

African Studies in Curriculum Development and Evaluation No. 114.

African Curriculum Organisation.

SPONS. AGENCY- German Agency for Technical Co-Operation, Nairobi (Kenya).; Kenya Inst. of Education, Nairobi.; Nancy Renfro Studies, Austin, Tex.

PUB DATE- 83

NOTE- 45p.; Postgraduate Diploma, University of Nairobi.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Comparative Education; Course Content; *Curriculum Development; *Curriculum Problems; Educational Needs; Educational Research; Foreign Countries; *History Instruction; Parent Attitudes; Relevance (Education); Secondary Education; *Student Attitudes; Student Interests; *Teacher Attitudes; Teacher Education; Teaching Methods; Textbooks

IDENTIFIERS- *Kenya

The factors that influence the poor performance level of secondary history students in the Kenya Certificate of Education Exam were examined. Six schools were randomly selected to participate in the study. A sample of 86 students and 15 teachers from forms III and IV history classes completed attitude questionnaires. Results include the following. Eighty percent of the teachers are dissatisfied with current methods of teaching history. Over 60 percent of the teachers want a compulsory diploma for all history teachers, more history textbooks, and a revision of the present syllabus. Seventy-nine percent of the students said that history learned in forms I and II increased their interest; 88 percent revealed that their parents' attitudes toward history are positive; 66 percent want to study about South Africa; 50 percent said more resources are needed. Both teachers and students want a new history syllabus that would emphasize a variety of teaching and learning strategies. The report concludes that in order for teachers to cope with this new syllabus, more inservice teacher education is needed. In addition, a new type of history examination which evalutes deep-level objectives must be developed. (RM)

ED 249 148 SO 015 933

Women's Studies and the Humanities Curriculum (January 1, 1981-June 30, 1984). First Annual Report.

Arizona Univ., Tucson. Women's Studies Program.

SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- 30 Jun 84
NOTE- 292p.; Several pages contain broken and/or light type that may not reproduce well. For a related document on the NEH Curriculum Integration Project, see SO 015 934.
GRANT- ED-22025-81-0237
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Conventional Instruction; Course Content; Course Descriptions; *Curriculum Development; Curriculum Enrichment; Evaluation Methods; Feminism; Higher Education; *Humanities Instruction; *Integrated Curriculum; Political Science; Program Descriptions; Resource Materials; Social History; United States History; Western Civilization; *Womens Studies; Workshops

A report on a University of Arizona project to integrate women's studies into the humanities curriculum is divided into five sections. The first section contains information regarding project background and funding. Section II recounts the first year of the project and includes a timeline of faculty development activities, a discussion of efforts at national dissemination of project information, and an outline of new graduate and undergraduate women's studies courses developed as a result of the project. Section III describes internal and external evaluation efforts. In section IV the second year of the project is outlined. Discussed are faculty participation, summer study, and changes from the first year. Section V, appendices, contains the following materials: project faculty associates and curriculum vitae; entrance and exit interview questions and sample responses; targeted course syllabi; results of an attitudinal survey; visiting scholar colloquia flyers and women in Western culture flyers; readings on integrating women's studies into the curricula and transforming the traditional curriculum; syllabi for courses on women in Western culture, women in politics, and U.S. women's history; an outside evaluator's report; project letter of invitation; and a workshop program. (LP)

ED 249 162 SO 015 951

Bruno, Rosalind R.
Educational Attainment in the United States: March 1981 and 1980.
Bureau of the Census (DOC), Suitland, Md. Population Div.
PUB DATE- Aug 84
NOTE- 113p.; Contains small print throughout. For earlier reports, see ED 194 428 and ED 148 690.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 0-420-988-216, $3.25).

LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Census Figures; Cohort Analysis; *Demography; *Educational Attainment; Educational Trends; Elementary Secondary Education; Higher Education; National Surveys; *Profiles; Statistical Data; Tables (Data); Trend Analysis

This booklet presents data on years of schooling completed by individuals who are 15 years old and older. Data are presented in tabular and narrative form. Characteristics considered in the survey include age, sex, race, Spanish origin, type of residence, region of residence, occupations, marital status, and education of spouse. Findings indicate that 70 percent of persons 25 years old and older were high school graduates in March of 1980 and the proportion who completed 4 or more years of college rose from 6 to 17 percent from 1950 to 1981. Although the proportion of men who completed 4 years of college grew more than that for women, the closeness of the 1981 figures show a recent trend toward convergence of attainment levels for men and women. The number of persons who completed high school and attended colleges increased proportionately more for blacks than whites--although white youths were still more likely than black youths to be high school graduates. Whereas the proportion of persons who were high school graduates was substantially greater for younger (25-34 year olds) than older (45-50 year olds) in the Northwest, Midwest, and South, the advantage the West seemed to have had in educational attainment appears to be disappearing as younger cohorts in other regions have been catching up. The bulk of the report contains tables of statistics that document these and other trends, definitions and explanations, and sources and reliability of the estimates. (LH)

ED 249 176 SP 023 992

Duncan, David F.
Wellness: The Concept and the Movement--Relevance for Mental Health and Vice Versa.
PUB DATE- 74
NOTE- 8p.; Paper presented at the Annual Meeting of the American Public Health Association (Los Angeles, CA).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Individual Needs; Interpersonal Competence; *Life Satisfaction; *Locus of Control; *Mental Health; Psychological Characteristics; *Self Actualization; Self Concept; *Well Being
IDENTIFIERS- Positive Attitudes

"High level wellness...is defined as an integrated method of functioning which is oriented toward maximizing the potential of which the individual is capable. It requires that the individual maintain a continuum of balance and purposeful direction within the environment where he is functioning." Expanding upon this quotation from Halbert L. Dunn, the author of this paper discusses the concept of mental wellness. The literature on the topic is briefly synthesized, and 10 characteristics of the mentally well individual are described: (1) being real; (2) being realistic; (3) being able to satisfy one's needs; (4) being free and responsible; (5) being open to experience; (6) being capable of intimate relationships; (7) being tolerant and accepting of others; (8) being capable of reacting in a wide variety of ways; (9) having "joie de vivre"; and (10) having a positive self concept. (JD)

ED 249 223 SP 025 351

Swap, Susan M.
Working with Support Personnel.
Minnesota Univ., Minneapolis. National Support Systems Project.

SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.
PUB DATE- May 83
NOTE- 103p.; For other modules in this series, see ED 238 844 and SP 025 332-354. For the genesis of these modules, see ED 186 399. Reviewed by Steven Apter and Marleen Pugach.
GRANT- OEG007902045
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Cooperative Planning; Higher Education; *Human Resources; Individual Differences; Individualized Education Programs; Learning Modules; *Mainstreaming; Preservice Teacher Education; Shared Services; Special Education Teachers; Student Needs; *Teacher Education Curriculum; *Teacher Educators
IDENTIFIERS- Education for All Handicapped Children Act

This module (part of a series of 24 modules) is on collaboration among school personnel in teaching handicapped students and using human resources in schools to develop responsive programs. The genesis of these materials is in the 10 "clusters of capabilities," outlined in the paper, "A Common Body of Practice for Teachers: The Challenge of Public Law 94-142 to Teacher Education." These clusters form the proposed core of professional knowledge needed by teachers in the future. The module is to be used by teacher educators to reexamine and enhance their current practice in preparing classroom teachers to work competently and comfortably with children who have a wide range of individual needs. The module includes objectives, scales for assessing the degree to which the identified knowledge and practices are prevalent in an existing teacher education program, and self-assessment test items. A bibliography and articles on cooperative planning for the education of handicapped students are appended. (JD)

ED 249 237 TM 840 527

Peterson, Sarah; DeGracie, James S.
Secondary Counseling Services as Perceived by Selected Publics.
RR-49.
Mesa Public Schools, AZ. Dept. of Research and Evaluation.
PUB DATE- Aug 83
NOTE- 151p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Attitudes; Career Counseling; *Counseling Services; Counselor Attitudes; Counselor Evaluation; *High Schools; Individual Counseling; *Junior High Schools; Parent Attitudes; *Program Evaluation; School Registration; Student Attitudes; Teacher Attitudes; Time Management
IDENTIFIERS- *Mesa Public Schools AZ

In the spring of 1983, an evaluation of the junior and senior high guidance programs in the Mesa Public Schools was conducted. Surveys were developed to solicit opinions from parents, teachers, counselors, administrators, career specialists, and students as to how counselors actually spend their time versus how they should spend their time. Results were analyzed separately for each group of respondents and for the junior high and high school programs. Parents, teachers, counselors, career specialists, and students believed that junior high counselors spend the greatest amount of time on student registration, followed by individual personal counseling and individual academic/vocational counseling. Administrators believed that junior high counselors devote the greatest amount of time to individual personal counseling, followed by registration and consultation with parents. All groups believed that counselors should spend most of their time on individual personal or academic/vocational counseling. Overall ratings of the junior high program varied by group; parent and student ratings were lowest. Results from the high school program evaluation were very similar, and recommendations cover both levels. Survey instruments and responses are included in the appendix. (BW)

ED 249 251 TM 840 592

Boser, Judith A.; And Others
Instrument Formatting with Computer Data Entry in Mind.
PUB DATE- Apr 84
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984). Small print in appendices.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Ancillary School Services; Attitude Measures; Computer Assisted Testing; *Computer Oriented Programs; *Data Collection; *Data Processing; *Employee Attitudes; Higher Education; *Research Methodology; Staff Utilization; *Test Construction

Different formats for four types of research items were studied for ease of computer data entry. The types were: (1) numeric response items; (2) individual multiple choice items; (3) multiple choice items with the same response items; and (4) card column indicator placement. Each of the 13 experienced staff members of a major university's Data Entry office rated format examples for ease of entry, identified the most preferred example, and answered other questions regarding design preference. Findings indicate the preferred instrument format would include: dashes or blanks with no embedded periods (continuous lines) for numeric or dollar amounts; vertical listing of response options for individual multiple choice items with a blank beside each option to be checked and the card column indicators in the margin; columnar listings of numeric codes to be circled and response labels at column heads for multiple choice items with the same response options; and card column indicators placed in the right margin. Instrument design utilizing these preferred elements should be consistent in response format and in card column indicator placement. Format preference does not insure the fastest or most accurate entry, but should be one of several instrument design considerations. The questionnaire used for this study is appended. (BS)

ED 249 267 TM 840 620

Poggio, John P.
Practical Considerations When Setting Test Standards: A Look at the Process Used in Kansas.

PUB DATE- Apr 84
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Criterion Referenced Tests; *Cutting Scores; Elementary Secondary Education; *Minimum Competency Testing; *Scoring; *State Legislation; State Programs; State Standards; Testing Programs
IDENTIFIERS- *Angoff Methods; Ebel Method; Kansas; *Standard Setting

Kansas law requires setting passing scores for the reading and mathematics competency test for 2nd, 4th, 6th, 8th, and 11th grade students, administered annually since April of 1980. New objective-referenced tests are prepared each year. Both judgmental (Angoff, Ebel, and Nedelsky) methods and empirical (contrasting groups and borderline) methods have been used to set test standards. While no one method appears to identify true cut scores and cut score comparison over methods is consistent with other research, only the Angoff and Ebel methods are currently being used. While problems were found with all methods, empirical and Nedelsky methods were more confusing to participants and yielded lower standards. A survey approach has replaced panel judgment for data collection. It is more efficient, permits a broader input base, and produces more psychometrically favorable standards. A 26-member State Advising Committee inperpolates for the data gathered to set standards rather than using the mathematics prescribed by the methods. The process, while objective to a point, remains largely value-laden. Standard data for each 1982 test are given. Sample survey forms and rating sheets for the Angoff and Ebel methods are appended. (BS)

ED 249 283 TM 840 640

A Study of Current Instruments Which Measure Vocational Aptitudes and Interests of Students.

Alabama State Dept. of Education, Montgomery.

PUB DATE- Jul 83
NOTE- 72p.; Small print in some tables and some appendices. Prepared by the Division of Vocational Education Services and the Division of Audits and Management.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Aptitude Tests; Feasibility Studies; Junior High Schools; School Districts; *School Policy; *Statewide Planning; Student Attitudes; *Vocational Aptitude; Vocational Education; *Vocational Interests
IDENTIFIERS- *Alabama

A compelling case has been made for improving the process of admissions, selection, and enrollment of students in vocational education programs. A key element in this improvement would be the adoption of a statewide assessment of vocational aptitudes and interests of ninth-grade students in Alabama as a measure of student career development and future program planning. A pilot assessment project affecting 2,600 students in 26 school systems of the state resulted in the identification of several appropriate interest surveys and aptitude measures feasible for statewide adoption. This report presents results of the Pilot Assessment Project of the Alabama Vocational Assessment Plan. It sets forth rationale and recommendations for the statewide assessment of vocational interests and aptitudes of ninth-grade students in Alabama schools. (Author/BW)

ED 249 298 UD 023 749

Lim, Mah Hui
Malay Special Rights: "Affirmative Action" in Malaysia.
SPONS. AGENCY- Social Science Research Council, New York, N.Y.
PUB DATE- May 84
NOTE- 44p.; For conference proceedings, see UD 023 748.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Affirmative Action; Business; Economic Status; Educational Opportunities; Elementary Secondary Education; Equal Opportunities (Jobs); *Equal Protection; Ethnic Discrimination; *Ethnic Groups; *Ethnic Relations; Foreign Countries; Indigenous Populations; Public Policy; Social Discrimination; *Social Integration; Social Problems
IDENTIFIERS- *Malaysia

This paper provides an overview of Malaysia's affirmative action program, legally constituted as Malay Special Rights. An introduction defines the aim of the program as improving the economic position of Bumiputras, who consist of Malays and other indigenous communities. These, it is said, are Malaysia's most economically disadvantaged groups; yet, in comparison with Chinese, Indians, and other significant ethnic groups, the Bumiputras constitute a majority and hold political power. The paper begins by examining the historical development of Special Rights during the period of British colonial rule. British "protection" of Malays, the paper asserts, deliberately promoted suspicion and separatism between and within the Malay and non-Malay communities. In the post-independence era, discussed next, the Bumiputras maintained their special political status, even though many were now land poor in contrast to their non-Malay counterparts who had attained greater economic power by establishing modern businesses. Special Rights between 1957 and 1970 are then considered, with particular focus on encouragements provided to Malays in education, small business, and rural land development. These are said to have been moderately successful, but both Malays and non-Malays reportedly remained dissatisfied with their country's economic inequalities. The next section outlines innovations the government had to make after racial riots erupted in 1969. Finally, the overall impact of Malay Special Rights programs are assessed; economic growth, education, inequality, and social harmony are discussed separately. It is concluded that programs have been successful in improving the economic position of the Bumiputras, but not in creating a harmonious and unified society. (KH)

ED 249 312 UD 023 812

Schroyer-Portillo, Janet
Civil Rights in Crisis: The Reagan Administration's Reforms.
National Council of La Raza, Washington, D.C.

PUB DATE- 20 Jul 84
NOTE- 44p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Affirmative Action; *Civil Rights; Federal Aid; *Federal Government; Federal Programs; Government Role; *Hispanic Americans; *Public Agencies; *Public Policy
IDENTIFIERS- *Reagan Administration

This paper identifies major changes in the area of civil rights which have been instituted during President Reagan's term in office and discusses their implications for Hispanics. Section I briefly outlines central themes of the Administration's attitude towards civil rights. Questions about their negative impact on Hispanics are raised. The next six sections discuss particular developments within a different Federal department or commission. Subjects are as follows: in section II, the Department of Justice (agency leadership, affirmative action, voting rights, fair housing, Federal grant recipient compliance, tax-exempt status for schools, and school desegregation); in section III, the Department of Education (use of the intent test, bilingual education, education block grants, and education for the handicapped); in section IV, the Department of Health and Human Services (increased voluntary compliance and block grants); in section V, the Department of Labor; in section VI, the Equal Employment Opportunity Commission (complaint processing and its Hispanic Study); and in section VII, the United States Commission on Civil Rights (firing of commissioners, reauthorization of the commissions, and new commission initiatives). In conclusion, the paper contends that the Reagan Administration's policies are regressive because they support the reversal or dilution of many long-established laws, rulings, regulations, and procedures. Their impact, it is argued, will be severe for Hispanics, who suffer as a group from pervasive discrimination and have not fully benefitted from the legal mandates for equality enacted in the past. (KH)

ED 249 327 UD 023 838

Moore, Kristin A.
Teenage Parents and Teens at Risk of Pregnancy: Federal Welfare,
Social Services, and Related Programs to Serve Adolescents.
Urban Inst., Washington, D.C.
SPONS. AGENCY- Mott (C.S.) Foundation, Flint, Mich.
PUB DATE- 83

NOTE- 31p.; For a related document, see UD 023 837.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescents; *Early Parenthood; *Family Planning; *Federal Programs; Health Services; Nutrition; Pregnant Students; Secondary Education; *Social Services; Unwed Mothers; *Welfare Services

Faced with tight budgets and important changes in welfare policies, few States and local agencies have been able to focus on teenage mothers and their special needs. Yet their needs are different from those of older mothers, and their potential for long-term welfare dependency is high. This paper briefly describes some of the policies, programs, strategies, and funding sources of interest to welfare and social service policymakers at the State and local level who are concerned about teenage mothers on welfare. Programs discussed pertain to welfare; social services; child support enforcement; earned income tax credit; health; family planning; abortion; adolescent family life demonstration projects; food and nutrition programs; teenage parents and education; preschool education programs; day care; employment and training; housing; runaway youth; and child abuse and neglect prevention and treatment. (KH)

ED 249 341 UD 023 871

Holliday, Bertha Garrett

Black Children's Behavioral Skills in the Home and School Setting: A Historical and Research Review with Policy Implications.

PUB DATE- Sep 84
NOTE- 28p.; Paper presented at the Black Family Issues Forum of the Annual Congressional Black Caucus Foundation Legislative Weekend (14th, Washington, DC, September 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Black Achievement; *Black Family; *Black Students; Educational Policy; Elementary Secondary Education; *Family School Relationship; Parent Child Relationship; Parent Influence; *Social Behavior

This discussion regarding the effects on black children's academic achievement of their behavior and that of their families, schools, and teachers involves three major thrusts. First is an analysis of those social currents of the past three decades that have shaped relationships between black families and the behaviors they promote in their children, on the one hand, and public schools and the behaviors they demand of black students, on the other. Second is a review of research on black children's behavioral skills and academic achievement, and related processes of black families and public schools. Finally, policy implications stemming from the historical analysis and research review are explored. It is argued that preferred policy options related to black children's achievement are ones that seek to ensure that (1) black children are valued; (2) continuity exists between children's home and school experiences; and (3) those experiences are ones in which children encounter success, unambiguous expectations, and demands for excellence. (Author/GC)

ED 249 177 SP 024 049

Barr, Robert D.
School of Education Mergers: Institutional Survival or Administrative Madness?
PUB DATE- Jan 84
NOTE- 27p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Administrator Role; *College Administration; College Planning; Declining Enrollment; Higher Education; Institutional Autonomy; *Intercollegiate Cooperation; *Mergers; Program Budgeting; School Closing; *Schools of Education; *Teacher Education
IDENTIFIERS- *OSU WOSC School of Education

Confronted with declining enrollment and budget reductions, schools of education have increasingly considered institutional merger as a possible approach to survival. This solution is currently being worked out in large education systems in Maine and Indiana. During the decade since the merger of two large institutions in Indiana, both problems and advantages have been reported. Among the problems, loss of identity and autonomy for one campus, increased administrative bureaucracy, and a strain on the governance of both schools have been cited. However, opportunities for students have been widened, resources have been shared across the two sites, and there has been a lessened dependency upon part-time faculty. A case study of the merger of the Schools of Education at Oregon State University and Western Oregon State College provides insights into the difficulties and advantages of institutional mergers. It is pointed out that mergers most often fail because of human issues rather than financial or legal problems. Nevertheless, in the few settings where significant programmatic and administrative mergers have been attempted in higher education, there is considerable evidence that they have led to greater institutional security, improved programs, and expanded opportunities for students. (JD)

ED 249 193 SP 025 270

Gilliss, Geraldine; Moll, Marita
Teacher Effectiveness Research, Part II: Special Topics.
Bibliographies in Education No. 78.
Canadian Teachers' Federation, Ottawa (Ontario).
REPORT NO.- C-84102; ISBN-0-88989-161-3
PUB DATE- May 84
NOTE- 247p.; For Part I, see SP 025 269.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Academic Achievement; *Behavior Modification; Classroom Environment; Classroom Techniques; Decision Making; Educational Research; Elementary Secondary Education; Expectation; Foreign Countries; Mastery Learning; Questioning Techniques; *Teacher Behavior; *Teacher Effectiveness; Teaching Methods; Time Factors (Learning)

This 723-item bibliography lists materials on teacher effectiveness research published from 1978 to early 1984. Reference to some earlier works of significance is also included. Teacher effectiveness research is here defined to include principally studies conducted in the presage-context-process-product tradition in an attempt to determine relationships between teacher behaviors and students' cognitive and affective attainments. The bibliography deals with specific aspects of the topic: (1) classroom climate, warmth, enthusiasm; (2) classroom management; (3) direct instruction; (4) expectations; (5) instructional time; (6) mastery learning; (7) nonverbal behavior; (8) questions, turn allocation, and wait time; (9) reinforcement, feedback, praise, behavior modification; and (10) structure, planning, decision making, and clarity. (Author/JD)

ED 249 209 SP 025 337

Del Polito, Carolyn M.
Teacher Communication in the Classroom.
Minnesota Univ., Minneapolis. National Support Systems Project.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.
PUB DATE- Mar 83
NOTE- 134p.; For other modules in this series, see ED 238 844 and SP 025 332-354. For the genesis of these modules, see ED 186 399. Reviewed by Barbara Lieb-Brilhart and Michael D. Scott.
GRANT- OEG007902045
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Classroom Communication; Classroom Environment; *Communication Skills; Higher Education; Learning Modules; *Mainstreaming; Preservice Teacher Education; *Teacher Behavior; *Teacher Education Curriculum; *Teacher Educators; Teacher Student Relationship
IDENTIFIERS- Education for All Handicapped Children Act

This module (part of a series of 24 modules) is on understanding the process of communication in the classroom, the teacher's role in the process, and implications for instruction. The genesis of these materials is in the 10 "clusters of capabilities," outlined in the paper, "A Common Body of Practice for Teachers: The Challenge of Public Law 94-142 to Teacher Education." These clusters form the proposed core of professional knowledge needed by teachers in the future. The module is to be used by teacher educators to reexamine and enhance their current practice in preparing classroom teachers to work competently and comfortably with children who have a wide range of individual needs. The module includes objectives, scales for assessing the degree to which the identified knowledge and practices are prevalent in an existing teacher education program, and self-assessment test items. Topics discussed in this module include communication competence, the communication process, barriers to communication effectiveness, enhancing communication effectiveness, and implications for instruction. Articles on communicating effectively with handicapped students are included, as well as sample exercises and evaluation forms for a variety of communication activities. (JD)

ED 249 135 SO 015 906

Smorodin, Calla; And Others

A Manual for Implementing a Cooperative Consumer/Law-Related Education Program.

Saint Louis Public Schools, Mo.

SPONS. AGENCY- Office of Consumer's Education (ED), Washington, DC.; Sears, Roebuck and Co., Chicago, Ill.
PUB DATE- 83
NOTE- 34p.
AVAILABLE FROM- Urban Consumer Education Project, State and Federal Programs, 5183 Raymond, St. Louis, MO 63113 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Cooperation; Community Involvement; *Consumer Education; Cooperative Planning; *Cooperative Programs; Elementary Education; Experiential Learning; Financial Support; *Legal Education; Models; Program Costs; Program Descriptions; School Business Relationship; State School District Relationship
IDENTIFIERS- *Law Related Education

A five-chapter manual provides a model for involving the state attorney general and the business and professional communities in law-related consumer education at the elementary school level. Chapter I, introduction, describes the history and special features of the program as it was developed for the St. Louis (Missouri) public schools. Chapter II outlines skill strands, administrative rationale, and main components of the instructional program. Chapter III provides a step-by-step strategy for setting up a joint venture: establishing a new system, defining the functions of each agency, defining job responsibilities, and establishing procedures for decision making. Chapter IV considers the size and scope of program goals, educational objectives, and short and long term goals. Chapter V discusses project implementation, while chapter VI considers institutionalization of the program. Sources of possible funding for cooperative educational projects are discussed in chapter VII. The final chapter provides helpful forms, suggestions for advisory board membership, sample letters, record-keeping forms, and workshop programs. An appendix contains a sample lesson plan. (LP)

ED 249 163 SO 015 958

Little, Judith K., Ed.; Barger, George W., Ed.

The Introductory Social Psychology Course: Syllabi and Related Materials. Resource Materials for Teaching.

American Sociological Association, Washington, D.C.
PUB DATE- Aug 84
NOTE- 90p.; For related teaching resources, see SO 015 959-968.
AVAILABLE FROM- ASA Teaching Resources Center, 1722 N St., N.W., Washington, DC 20036 ($6.00).
LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Course Descriptions; Curriculum Guides; Instructional Materials; *Introductory Courses; Postsecondary Education; *Social Psychology; Teaching Methods

One of a series of resources for teaching sociology at the postsecondary level, this volume contains syllabi and instructional materials for introductory courses in social psychology. The document is divided into five sections. Section I, an introduction, presents an overview of material, instructions for using the syllabi set, cost and ordering information, a checklist for reviewing syllabi, and information about the American Sociological Association services program. Section II is a reading on the teaching of social psychology. Described are rationale, theoretical perspectives, teaching methods, and instructional materials. Section III contains 12 syllabi for teaching courses related to social psychology. Syllabi generally contain the following information: instructional goals of the course, course overview, weekly schedule of topics and assignments, and reading list. Section IV provides additional materials for teaching social pyschology: a grading contract, guidelines for keeping a social psychology journal, a sense of humor scale, take-home assignments, and a research methods activity. The final section lists contributors. (LP)

ED 249 224 SP 025 352

Turnbull, Ann; And Others

Educating Handicapped Children: Judicial and Legislative Influences.

Minnesota Univ., Minneapolis. National Support Systems Project.

SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.

PUB DATE- Dec 80

NOTE- 114p.; For other modules in this series, see ED 238 844 and SP 025 332-354. For the genesis of these modules, see ED 186 399. Reviewed by Alan Abeson.

GRANT- OEG007902045

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Court Litigation; Federal Courts; *Federal Legislation; Higher Education; Individualized Education Programs; Learning Modules; *Mainstreaming; Preservice Teacher Education; *Program Evaluation; Student Evaluation; Student Needs; Student Placement; *Teacher Education Curriculum; *Teacher Educators

IDENTIFIERS- *Education for All Handicapped Children Act

This module (part of a series of 24 modules) is on judicial and legislative influences relevant to mainstreaming. The genesis of these materials is in the 10 "clusters of capabilities," outlined in the paper, "A Common Body of Practice for Teachers: The Challenge of Public Law 94-142 to Teacher Education." These clusters form the proposed core of professional knowledge needed by teachers in the future. The module is to be used by teacher educators to reexamine and enhance their current practice in preparing classroom teachers to work competently and comfortably with children who have a wide range of individual needs. The module includes objectives, scales for assessing the degree to which the identified knowledge and practices are prevalent in an existing teacher education program, and self-assessment test items. Bibliographic references and journal articles on judicial and legislative actions pertaining to Public Law 94-142 are included. (JD)

ED 249 238 TM 840 537

Homework Practices in FWISD, Fall, 1983.

Fort Worth Independent School District, Tex. Dept. of Research and Evaluation.

PUB DATE- 10 Nov 83
NOTE- 54p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Assignments; Educational Practices; Elementary Secondary Education; *Homework; *Parent Attitudes; Parent Participation; School Districts; School Surveys; *Student Attitudes; *Teacher Attitudes; Time on Task
IDENTIFIERS- *Fort Worth Independent School District TX

This homework study was undertaken to assess current homework practices in the Fort Worth Independent School District (FWISD) and the extent to which homework is utilized as a tool for effective instruction. Twelve elementary schools, six middle schools, and six high schools divided among low, middle, and high achievement levels were systematically selected to serve as participant locations for the study. Questionnaires were administered to 334 fourth, seventh, and eleventh graders and 144 first, fourth, seventh, and eleventh grade teachers from among the 24 schools. Additionally, telephone interviews were conducted with 90 parents from the school communities. Students generally had homework three or more times a week, involving between 30 minutes and one hour an evening. Between 50 and 75 percent of the students regularly completed homework assignments. Students had homework involving written composition each week. Parents reported that they were not aware of school homework policies. While teachers matched homework to specific instructional objectives, they rarely individualized assignments. Students were generally able to understand homework assignments and complete them without other help. It is recommended that the school's homework policy be communicated to parents, that teachers receive training on proper types of homework assignments through Outcome Based Instruction, and that students spend more time on homework. (BW)

ED 249 252 TM 840 593

Beck, Donald; Chamberlain, Ed
Language Development Component, Secondary Developmental Reading Program. Final Evaluation Report.
Columbus Public Schools, OH. Dept. of Evaluation Services.
PUB DATE- Jul 83
NOTE- 54p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Computer Assisted Instruction; Computer Managed Instruction; Disadvantaged Youth; Educational Objectives; High Schools; Inservice Teacher Education; *Low Achievement; Pilot Projects; *Program Evaluation; *Reading Achievement; *Remedial Programs; State Programs; Teacher Attitudes; Test Results
IDENTIFIERS- *Columbus Public Schools OH; Education Consolidation Improvement Act Chapter 1; Metropolitan Achievement Tests; Ohio Disadvantaged Pupil Program Fund

This report evaluates the Secondary Developmental Reading Program, a component of the Ohio Disadvantaged Pupil Program Fund (DPPF), in terms of the 1982-83 program objectives. Twelve project reading teachers worked in eight Columbus senior high schools with 843 pupils scoring at or below the 36th percentile in reading achievement. A pilot project using Commodore PET computers for computer-assisted instruction and computer-managed instruction (CAI/CMI) served 261 of the students. The program stressed literacy survival skills and featured diagnostic testing, individualized and small group instruction, on-going pupil evaluation, and teacher inservice meetings. Student data (n=372) were collected from pupil census information, the Metropolitan Achievement Test, and hands-on computer reading tests. Teacher data came from three inservice evaluation and assessment instruments. In-process evaluation data were obtained from classroom observations. The evaluation procedures, results and recommendations are discussed, including a cost-benefit analysis. The reading achievement gain objective of 10.5 Normal Curve Equivalents (NCE's) was not attained, but the CAI/CMI objective of seven prescriptive reading skills was. Only one of three inservice objectives was met. Due to ongoing problems of pupil attendance and achievement and drastic funding reductions, all DPPF project evaluations should be reviewed for program revision. Appendix contains the evaluation and assessment forms. (BS)

ED 249 268 TM 840 621

Benz, Carolyn R.
The Practical Value of What First-Year Teachers Have Been Taught in College: Implications for Teacher Competency Exams.
PUB DATE- 27 Apr 84
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984). Small print in appendices. Product of Teacher Education Redesign (Project 419), at the College of Education, the University of Akron.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Beginning Teachers; Graduate Surveys; Higher Education; Interpersonal Competence; *Minimum Competency Testing; Program Effectiveness; *Teacher Certification; Teacher Education; Teaching Experience; *Teaching Skills; Testing Problems
IDENTIFIERS- National Teacher Examinations; University of Akron OH

In certain skills and attitudes, expected competencies of new teachers may be unreasonable in relation to both their college preparation and in terms of what they confront in their first classrooms as professionals. This study was undertaken, in part, to assess how first-year teachers may fare in relation to proposed competency testing models. Three groups of graduates (N=168) of the University of Akron's College of Education from the classes of 1980, 1981, and 1982 were sent follow-up survey questionnaires. Preparation quality was significantly below "importance on the job" for five of 17 skills/attitudes: (1) classroom management; (2) rapport with pupils; (3) working in an organization and productive interpersonal peer relationships; (4) understanding the changing nature of pupils' families; and (5) working with parents. It is argued that sufficient competencies in these skills cannot be expected at this preparatory stage of career development. These results support the competency testing models of Morine-Dershimer and Medley both of whom have proposed a temporal sequence of competency tests. The results relate less well to the models of Winne and Howey. The skills in which first-year teachers felt needs were "people," or human relations, skills--important for teacher success, yet difficult to measure. Perhaps the skills/attitudes of an entry level teacher cannot be tested for competency. The questionnaire and results are appended. (Author/BS)

ED 249 313 UD 023 818

Scott, Hugh J.
Some Assumptions about School Desegregation and the Education of Black Americans.
PUB DATE- Sep 84
NOTE- 7p.; Statement presented to participants at the Brown Plus Thirty Conference, Metropolitan Center for Education Research, Development and Training, New York University (New York, NY, September 12-14, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Black Students; Desegregation Effects; *Educational Improvement; Elementary Secondary Education; *Equal Education; Policy Formation; *Public Policy; Racial Balance; Racial Integration; Racial Relations; *School Desegregation; Urban Schools

Considerable disagreement remains between white and black Americans as to what are permissible and effective policies for the desegregation of public education. Research findings exist to support almost every point of view, and desegregation strategies tend to reflect the social beliefs and educational assumptions of those in power. Efforts made so far have produced neither genuine racial desegregation nor the extension of equal educational opportunity to the majority of black students. In other words, the social and educational benefits to be gained by white and black students from equitable desegregation have not yet been realized. Racial balance remedies, for instance, clearly have not succeeded in creating desegregated schools; they have, instead, engendered white flight, which in turn has led to predominantly black urban school systems. As a result, the preeminent challenge confronting school desegregation today is that of making black schools more effective rather than less non-white. Blacks would prefer not to be redesegregated, especially if it means more disruptions and dislocations with little or no attention to improving the educational lot of black children. Future policy should proclaim that school desegregation strategies must respect cultural identity, provide for equitable implementation, and address educational inequalities. (KH)

ED 249 328 UD 023 839

Reynolds, Wm. Bradford
Remarks of Assistant Attorney General, Civil Rights Division before the Metropolitan Center for Educational Research, Development & Training, New York University, Brown Plus Thirty Conference (New York, NY, September 13, 1984).
Department of Justice, Washington, D.C. Civil Rights Div.
PUB DATE- 13 Sep 84
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; Equal Education; *Fe[illegible] Courts; *Government Role; *Magnet Schools; *Public Policy; Racial Integration; *School Desegregation; *Voluntary Desegregation

IDENTIFIERS- Department of Justice; *Reagan Administration

In rulings between 1954 and 1971, the Supreme Court always emphasized that racially segregated schools were inherently unconstitutional, although it upheld a system of student assignments that was neutral toward race. But with the Swann v. Charlotte-Mecklenberg Board of Education decision of 1971, the court embarked on a new remedial course. A decade of widespread forced busing followed, and this only produced racial isolation on a broader scale. Today, the Department of Justice is committed to desegregation premised on consensus, not conflict. Voluntary student transfer techniques and expanded educational opportunities have been designed to attract students to public school, not drive them away. Magnet programs, which appear to have been particularly effective have found wide support in Federal courts and in Congress. Criticized for being too expensive, magnet programs will prove to be more cost-effective than the failed policies of the past. Equally false is the contention that magnets drain the best students from a school system and thus deprive those left in regular schools of equal educational opportunity. In fact, magnet programs have been found to enhance the overall educational environment. Finally, the question of when judicial coercion should terminate remains to be officially answered. But the time has come for the Federal courts to release their hold on school districts: there is a growing unease among educators that, in the name of desegregation, we have surrendered to the courts the day-to-day responsibility of operating schools, all too often with disappointing results. (KH)

ED 249 149 SO 015 934

NEH Curriculum Integration Project: Selected Project Materials, 1981-1982.

Arizona Univ., Tucson. Women's Studies Program.

SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.

PUB DATE- Jul 82

NOTE- 55p.; Some pages may be marginally legible due to poor type quality. For a related document on the NEH Curriculum Project, see SO 015 933.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160) Reference Materials - Bibliographies (131)

DESCRIPTORS- Curriculum Development; Curriculum Enrichment; Evaluation Methods; Feminism; Higher Education; Humanities; Integrated Curriculum; Political Science; Program Descriptions; Resource Materials; Social Science Research; Western Civilization; *Womens Studies

Materials from a project to integrate the new research on women into the University of Arizona curriculum are divided into four sections. Section I, recruitment, contains a letter describing the project to prospective faculty participants and a list of questions used to interview faculty for participation in the project. Section II contains an outline for the project's orientation workshop and a list of workshop topics and reading assignments. Section III consists of sample syllabi for participants' courses and bibliographies of individual summer study period readings in the new scholarship on women. Courses covered include introduction to political ideas, abnormal psychology, U.S. history, history of England, and women in media. Section IV, evaluation, contains a list of exit interview questions; an attitude survey given as a pre- and post-evaluation of project-targeted courses, control groups, and women's studies courses; and a post-evaluation survey. (LP)

ED 249 284 TM 840 642

Tsutakawa, Robert K.; Lin, Hsin Ying
Bayesian Analysis of Item Response Curves. Research Report 84-1.
Mathematical Sciences Technical Report No. 132.
Missouri Univ., Columbia. Dept. of Statistics.
SPONS. AGENCY- Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.
PUB DATE- Jul 84
NOTE- 33p.
CONTRACT- N00014-81-K0265
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Algorithms; *Bayesian Statistics; College Entrance Examinations; Estimation (Mathematics); *Latent Trait Theory; Mathematical Models; Test Items
IDENTIFIERS- ACT Assessment; *EM Algorithm; *Item Parameters; Two Parameter Model

Item response curves for a set of binary responses are studied from a Bayesian viewpoint of estimating the item parameters. For the two-parameter logistic model with normally distributed ability, restricted bivariate beta priors are used to illustrate the computation of the posterior mode via the EM algorithm. The procedure is illustrated by data from a mathematics test. (Author)

ED 249 194 SP 025 272

Brassie, P. Stanley
Creative Financing in the General Physical Education Program.
PUB DATE- 84
NOTE- 10p.; Paper presented at the National Convention of the American Alliance for Health, Physical Education, Recreation and Dance (Anaheim, CA, March 29-April 2, 1984). Broken print may not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Athletics; Financial Needs; *Financial Problems; *Fund Raising; Higher Education; *Physical Education; Physical Education Facilities; *Program Costs

The difficulties faced by colleges and universities in financing physical education programs are discussed. It is pointed out that the most popular physical activities at the higher education level (such as tennis, golf, scuba diving) require very expensive programs in terms of specialized equipment, transportation, or specialized instruction. Measures for raising revenue and financing strategies are discussed. Ways in which institutions have used faculty and exisiting facilities to good advantage are described. A list of 37 minor revenue-producing activities is provided. (JD)

ED 249 299 UD 023 750

Sivaramayya, B.
Affirmative Action: The Scheduled Castes and the Scheduled Tribes.
PUB DATE- May 84

NOTE- 30p.; For conference proceedings, see UD 023 748.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Affirmative Action; *Caste; Elementary Secondary Education; Equal Education; *Equal Opportunities (Jobs); Equal Protection; Ethnic Groups; Ethnic Relations; Foreign Countries; *Government Role; Religious Cultural Groups; *Social Discrimination; *Social Integration; Social Isolation; Social Stratification
IDENTIFIERS- *India

This paper considers Indian affirmative action policies that provide reservations (quotas) in favor of two disadvantaged groups, the scheduled castes and the scheduled tribes. First, definitions and background are presented. The scheduled castes ("untouchables") are said to suffer from social segregation, and the scheduled tribes from geographic isolation. Constitutional provisions and legislative reservations, intended to uplift these populations and guarantee their representation in government, are discussed. Problems of group membership are then addressed. These problems, it is noted, are complicated by religious teachings and inter-group marriage, and are most conspicuous when individuals apply for civil service positions. The conceptual basis of reservations ("social justice") and their qualitative and quantitative aspects are detailed. The remainder of the paper focuses on jobs and positions, land ownership, and education of scheduled castes and tribes. Much progress is said to have been made, but new social tensions have arisen since the implementation of affirmation action programs. These problems, it is asserted, will not be resolved until the ethnic criterion for affirmative action is replaced by a criterion based on lack of privilege. (KH)

ED 249 178 SP 024 386

White, Rob
The Media and Teachers' Strikes: NSW 1981. ATF Research Papers. Issue Number Six.
Australian Teachers' Federation, Canberra.
PUB DATE- 2 Apr 84
NOTE- 43p.
AVAILABLE FROM- Australian Teachers' Federation, GPO Box 1891, Canberra 2601 Australia ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143)
DESCRIPTORS- Foreign Countries; Government Role; *Mass Media Effects; Negative Attitudes; *News Media; Parent Attitudes; Political Attitudes; *Press Opinion; *Public Opinion; Teacher Salaries; *Teacher Strikes; Teaching (Occupation)
IDENTIFIERS- Australia (New South Wales)

An analysis is presented of the media and public reaction to a strike by state school teachers in New South Wales in 1981. It is pointed out that the media, intentionally and/or unintentionally, provided a biased view of teacher-related issues, which operated at an ideological level against the immediate and long-term interests of teachers. Included in the discussion is an appraisal of newspaper articles and editorials, which for the most part, were negative towards the teachers' aims. Evidence was reported of sensational coverage by the newspapers; in articles, headlines frequently slanted the topic in a negative way. Also discussed are editorials which emphasized the hardship imposed by the strike on children and their parents. The editorials tended to idealize the teacher's role as a "dedicated" person rather than examining the basic reasons for the strike. Politicians' views, as presented in the press and on the radio, are examined, as well as public reactions to the strike as indicated by letters to the editor and responses to a phone-in radio show. The point is made that there appears to be a general feeling that, while teachers have the "right" to strike, they should be too devoted to the welfare of the public to do so. (JD)

ED 249 210 SP 025 338

Dillon, Ronna F.
Human Development, Human Differences and Learning.
Minnesota Univ., Minneapolis. National Support Systems Project.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.
PUB DATE- Aug 82
NOTE- 182p.; For other modules in this series, see ED 238 844 and SP 025 332-354. For the genesis of these modules, see ED 186 399.
GRANT- OEG007902045
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cognitive Processes; *Developmental Stages; Higher Education; Learning Modules; Learning Processes; *Mainstreaming; Preservice Teacher Education; *Student Development; *Teacher Education Curriculum; *Teacher Educators
IDENTIFIERS- Education for All Handicapped Children Act

This module (part of a series of 24 modules) is on human development, student characteristics, and learning styles. The genesis of these materials is in the 10 "clusters of capabilities," outlined in the paper, "A Common Body of Practice for Teachers: The Challenge of Public Law 94-142 to Teacher Education." These clusters form the proposed core of professional knowledge needed by teachers in the future. The module is to be used by teacher educators to reexamine and enhance their current practice in preparing classroom teachers to work competently and comfortably with children who have a wide range of individual needs. The module includes objectives, scales for assessing the degree to which the identified knowledge and practices are prevalent in an existing teacher education program, and self-assessment test items. Topics discussed in this module include variables that affect learning and individual differences along style and process dimensions. A bibliography, a list of supplementary readings, and journal articles are included on the subject of gathering and using information about student development in planning and carrying out instruction. (JD)

ED 249 285 TM 840 643

Welch, Wayne W., Ed.
Case Study Methodology in Educational Evaluation. Proceedings of the Minnesota Evaluation Conference (May 1981).
Minnesota Research and Evaluation Center, Minneapolis.
PUB DATE- Nov 81
NOTE- 55p.; Small print throughout.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Case Studies; *Evaluation Methods; Justice; *Program Evaluation; Research Methodology; Research Problems; Scientific Methodology
IDENTIFIERS- Objectivity; *Qualitative Research

The four papers in these proceedings provide a comprehensive picture of the rationale, methodology, strengths, and limitations of case studies. In "Doing Justice in Evaluation Research," David Hamilton argues that the application of scientific methods to the study of social systems has given us a false illusion of certainty. He offers an alternative view, driven by a concern for justice rather than by scientific efficiency. In "Illustrative Examples of Case Studies," Constance Leean uses a story of Mr. Rock, a rural Vermonter, to capture the flavor and spirit of the case study process. Her chapter provides the reader with the essence of this kind of research: the emotions, the friendliness, the surprises, the understanding. In "Case Study Methodology: An Epistemological Advocacy," Robert Stake urges readers to rethink their notions of the rational and the intuitive. He argues that case study knowledge is unique in that it extends and refines personal and experiential knowledge. In "Case Study Methodology: A Critique," James Sanders describes evaluation as a form of disciplined inquiry which is guided by certain tenets and argues that case studies must adhere to these criteria. He also points out some difficulties in the approach. (BW)

ED 249 164 SO 015 959

Deutschmann, Linda B., Ed.; Wright, Richard A., Ed.
Crime and Control: Syllabi and Instructional Materials for Criminology and Criminal Justice. Resource Materials for Teaching.
American Sociological Association, Washington, D.C.
PUB DATE- 84
NOTE- 275p.; For related teaching resources, see SO 015 958-968.
AVAILABLE FROM- ASA Teaching Resources Center, 1722 N St., N.W., Washington, DC 20036 ($11.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Correctional Rehabilitation; Course Content; Course Descriptions; Crime; *Criminal Law; Criminals; *Criminology; Curriculum Guides; Educational Innovation; Experiential Learning;

Filmographies; Graduate Study; Instructional Materials; Introductory Courses; Learning Activities; Legal Education; Postsecondary Education; Teaching Methods; Undergraduate Study

One of a series of resources for teaching sociology at the postsecondary level, this volume contains syllabi and instructional materials for courses in criminology and criminal justice. Material is divided into four sections. Section 1, innovative approaches to the teaching of criminology, contains four papers which discuss a corrections practicum program, myths in criminal justice education, criminology from a feminist perspective, and capital punishment. Section 2 contains 38 projects, exercises, and assignments for use in teaching criminology. Sample activities are a criminal justice agency visit, a site observation, a book commentary, a newspaper notebook, and a study of crime on prime time television. Section 3 contains sample syllabi arranged in the following categories: criminology syllabi, corrections syllabi, and other syllabi. Of the 28 criminology syllabi, most focus on introductory courses, although some focus on special topics such as female criminality, politics and crime, and crime in the workplace. Syllabi on corrections cover courses at the undergraduate and graduate levels. Courses covered by other syllabi are criminal justice administration, police, law and society, victimology, and criminal justice theory. The final section, on special features, includes a guide to using feature films in teaching criminology, a list of selected films, an annotated bibliography, a bibliography of textbooks and readers, and reviews of current texts and readers. (LP)

ED 249 225 SP 025 353

Turnbull, H. Rutherford, III; And Others
Social Principles and Values in the Education of Handicapped Children.
Minnesota Univ., Minneapolis. National Support Systems Project.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.
PUB DATE- Sep 82
NOTE- 159p.; For other modules in this series, see ED 238 844 and SP 025 332-354. For the genesis of these modules, see ED 186 399. Reviewed by Maynard C. Reynolds.
GRANT- OEG007902045
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Educational Legislation; *Federal Legislation; Higher Education; *Individualized Instruction; Learning Modules; *Mainstreaming; Preservice Teacher Education; Social Action; Social Values; Special Education; *Teacher Education Curriculum; *Teacher Educators

IDENTIFIERS- Education for All Handicapped Children Act

This module (part of a series of 24 modules) is on the relevance of Public Law 94-142 to education, the history and intent of the law, and the law's specific provisions. The genesis of these materials is in the 10 "clusters of capabilities," outlined in the paper, "A Common Body of Practice for Teachers: The Challenge of Public Law 94-142 to Teacher Education." These clusters form the proposed core of professional knowledge needed by teachers in the future. The module is to be used by teacher educators to reexamine and enhance their current practice in preparing classroom teachers to work competently and comfortably with children who have a wide range of individual needs. The module includes objectives, scales for assessing the degree to which the identified knowledge and practices are prevalent in an existing teacher education program, and self-assessment test items. Topics discussed in this module include relevance of educational legislation, requirements of educational legislation, and free appropriate public education. A bibliography and four articles are included on expanding the rationale and knowledge base pertaining to Public Law 94-142. (JD)

ED 249 239 TM 840 549

California Adult Student Assessment System, Sample Items. Level A, Level B, Level C, and Level D.

California Adult Student Assessment System Consortium, San Diego.; San Diego Community Coll. District, CA. Continuing Education Centers.

PUB DATE- 84
NOTE- 47p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adult Education; Adults; *Daily Living Skills; Difficulty Level; Item Banks; *Minimum Competencies; Multiple Choice Tests; Test Items; Two Year Colleges
IDENTIFIERS- California

The test items in this booklet are sample life skill items representative of those found in the California Adult Student Assessment System (CASAS) Item Bank. The items are arranged in four sections--A, B, C, and D-- from easy to difficult. A four-digit coding system is used to define each item. The first digit represents the content area: consumer economics, community resources, health, occupational knowledge, or government and law.

The second digit represents the competency found within the designated content area. The third digit represents a specific competency statement. The fourth digit represents the task (situation-specific requirement), such as answering questions on information contained in signs, price tags, advertisements, or product labels. The items are arranged by content area and by numerical ordering of the first three digits. (BW)

ED 249 253　　　　　　　　　　　　　　TM 840 595

Ward, Joe H., Jr.; And Others
Matching Pupils and Teachers to Maximize Expected Outcomes.
PUB DATE- Oct 82
NOTE- 20p.; Recipient of the Project Research Award for Phi Delta Kappa Chapter 1016, San Antonio, Texas.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Achievement Gains; Computer Software; Elementary Education; *Grouping (Instructional Purposes); Individual Differences; Multiple Regression Analysis; Outcomes of Education; Prediction; *Student Characteristics; Student Placement; *Teacher Characteristics; *Teacher Student Relationship

To achieve a good teacher-pupil match, it is necessary (1) to predict the learning outcomes that will result when each student is instructed by each teacher, (2) to use the predicted performance to compute an Optimality Index for each teacher-pupil combination to indicate the quality of each combination toward maximizing learning for all students, and (3) to provide some indication of the extent

to which concern about differential Teacher-Pupil Match (TPM) might make any difference. This project was designed to demonstrate the analytical and computational procedures required to produce Teacher-Pupil Match information to assist educational decision-makers in maximizing expected learner performance. This information can be used in conjunction with existing pupil assignment policies. The TPM information can be developed on a small computer system that is usually available in local school districts or regional educational service centers. (BW)

ED 249 314 UD 023 821

McInnis, Kathleen M.
Ethnic Minorities in Small Cities: Organizing Support Systems. The Case of the Southeast Asians and Mutual Assistance Organizations.
PUB DATE- 84
NOTE- 17p.; Paper presented at the Conference on the Small City and Regional Community (6th, University of Wisconsin at Stevens Point, March 29-30, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adjustment (to Environment); Asian Americans; *Immigrants; *Indochinese; Organizational Effectiveness; Social Integration; *Social Services; *Social Support Groups; Urban Population; Urban Problems
IDENTIFIERS- *Mutual Assistance Associations; Small Cities; *Wisconsin

Focusing on the experiences of Southeast Asian refugees in small Wisconsin cities, this paper addressed two broad issues: First, how do non-white ethnic groups survive in their majority white environments? And second, what creative support systems have emerged from within these groups or from the interested efforts of non-minority community leaders? In the first part of the paper, problems that Southeast Asian refugees face in Wisconsin are reviewed; areas discussed include employment, language and adult education, racism, and cultural misunderstanding. This is followed by an assessment of the challenges that this ethnic group has presented for the small cities in which they have resettled; problems include demographic shifts, changes in service delivery, financial costs, and changes in community relations. Next, the primary ethnic support system used by the Southeast Asians and their advocates, the Mutual Assistance Associations, is described. The purpose, structure, location, and program activities of these organizations are outlined, and sources of their funding (state and local governments, voluntary agencies, and the private sector) are detailed. Finally, recommendations are offered for the development of similar support systems for any ethnic minority located in a small city. (GC)

ED 249 329 UD 023 841

Yankelovich, Daniel; And Others

Spanish USA, 1984: A Study of the Hispanic Market.

Yankelovich, Skelly and White, Inc., New York, N.Y.
SPONS. AGENCY- SIN Television Network, New York, NY.
PUB DATE- 84
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Advertising; *Consumer Economics; Educational Attainment; Group Unity; *Hispanic Americans; Media Research; *Purchasing; *Social Values; Socioeconomic Status; Surveys

This report summarizes results of a 1984 study of the lifestyles, values, buying behavior, and media habits of the Hispanic American market. First, a number of shifts in U.S. political, social, and economic life (since 1981, when the first study of this type was conducted) which are changing the orientation of Hispanics are discussed. These shifts include a weakening in the role of the Federal government, a severe economic recession, the emergence of new social values, and the increasing prominence of Central and South America in the daily news. Demographic data from the 1984 survey are then contrasted with similar statistics collected in 1981. Areas discussed include the age profile, educational level, occupational status, and annual family income of the Hispanic American population. Household size and presence of children in Hispanic households also are mentioned. The following section is concerned with Hispanics as consumers. Social values of lower middle class Hispanics (especially belief in individual effort, commitment to educational mobility, and little political or labor activism), as well as slowly changing values regarding the social role of women, are highlighted. Finally, increased cultural commitment and group unity among Hispanics of different national origins is described. The report's appendix provides tabular statistical data that were collected in the 1981 and 1984 surveys and upon which the foregoing discussion is based. A section on survey methodology (describing sampling procedures, the questionnaire, field procedures, and data analysis) also is included. (GC)

ED 249 136 SO 015 907

Wilson, Herbert A.
Observing Black History in Elementary Schools.
PUB DATE- 28 Sep 84
NOTE- 25p.

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Black Achievement; *Black History; Black Literature; Black Studies; Career Education; *Curriculum Development; Elementary Education; Females; *Interdisciplinary Approach; Jazz; Language Arts; Lesson Plans; Music Education; Resource Units; Social Studies; Units of Study
IDENTIFIERS- Aviation; *Black History Month

Five lesson plans that were prepared for Black History Month can be used to teach purposeful, interesting, and reasonably balanced black history to students in grades 3-6. Objectives for preparing black studies units are to: (1) make reasonably balanced presentations through social studies, language arts, music, and other appropriate subject areas; (2) provide a better balance between the fame-oriented emphasis and the often neglected biographical emphasis; and (3) make use of the best literature and media available. Each lesson describes what the teacher did and what the children learned, and includes suggestions for developing resource units on the lesson plan topic. The first unit, a career lesson, focuses on black women in aviation. Early American jazz is the theme of unit 2. The third unit uses the poem "A Black Mother's Advice to Her Son," by Langston Hughes, to illustrate the possibilities for developing a unit on literature by black writers. The fourth unit helps students answer the question: "Why study black history?" The fifth lesson deals with taking pride in being black. (RM)

ED 249 150 SO 015 935

Morgen, Sandra, Ed.; White, Judith, Ed.
Equity and Excellence. A Conference on Women's Studies and the Humanities (Greensboro, North Carolina, March 17-18, 1983). A Conference Report.
Duke-UNC Women's Studies Research Center, Chapel Hill.
PUB DATE- Mar 83
NOTE- 77p.
AVAILABLE FROM- Duke-UNC Women's Studies Research Center, 105 East

Duke Building, Durham, NC 27708 ($3.00).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Anthropology; Blacks; Black Studies; Educational History; Educational Innovation; Ethics; *Feminism; Fiction; Highe Education; Humanism; *Humanities; Humanities Instruction; Literature; Moral Values; Poetry; Social History; *Womens Studies
IDENTIFIERS- Dickinson (Emily)

Proceedings of a conference to explore the impact of women's studies scholarship on the humanities are divided into eight sections. Section I, an introduction, describes the rationale of the conference and gives an overview of conference attendance. Section II introduces the keynote speakers. Section III contains the texts of the three keynote speeches. The first, "The Meaning of Human in the Humanities" (Elizabeth Minnich), analyzes the philosophical foundations of Western humanities and social sciences and examines ways in which traditional standards of excellence have been derived from a white/male cultural tradition. The second address, "The Prickly Art of Housekeeping: Reading Emily Dickinson" (Elizabeth Phillips), examines the impact of women's scholarship in humanities through a detailed study of Emily Dickinson's poetry. The final paper, "Worlds in Collision or Ships Passing in the Night? The Impact of Feminist Theory on Anthropology" (Karen Sacks), analyzes the impact of women's studies on anthropology. Section IV contains eight workshop reports. Topics covered are: change and the university culture; women, the novel, and the syllabus; women writers; women's history versus women in history; black women's studies; women's morality; women's studies and anthropology; and a perspective on women's studies after 10 years. Section V sums up the conference experience. The remaining three sections consist of reference material: a list of resources on curriculum transformation, conference directors and workshop leaders, and conference participants. (LP)

Ganong, Ray

University of Miami Hurricane Football Team Off-Season Strength Training Program.

Miami Univ., Coral Gables, Fla.
PUB DATE- 83
NOTE- 121p.; Prepared in the Athletic Dept.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Athletes; Athletic Equipment; Body Weight; *Exercise; *Football; Higher Education; Motor Reactions; *Muscular Strength; *Physical Development; Physical Fitness; *Training Methods; Weight Lifting
IDENTIFIERS- *Strength Training

The off-season football strength training and conditioning program at the University of Miami was developed to emphasize commitment and continued intensity of effort on the part of the individual player. The program emphasizes the intrinsic rewards of physical conditioning, positive reinforcement for effort, and individual responsibility for physical conditioning. All program aspects are described in this report: (1) basic routines; (2) strength evaluation objectives; (3) program objectives; (4) training methods; (5) training equipment; (6) principles for the exercises; (7) use of equipment; (8) exercises for specific muscle groups; (9) the running program; (10) agility drills by positions; (11) rules for exercises; (12) agility and cardiovascular evaluation; and (13) establishing individual strength goals. Exercises are illustrated and sample evaluation charts are included. (JD)

ED 249 269 TM 840 622

Hambleton, Ronald K.; Eignor, Daniel R.

A Practitioner's Guide to Criterion-Referenced Test Development, Validation, and Test Score Usage (Second Edition). Laboratory of Psychometric and Evaluation Research Report No. 70.

Massachusetts Univ., Amherst. Laboratory of Psychometric and Evaluative Research.

SPONS. AGENCY- National Inst. of Education (DHEW), Washington, D.C.
PUB DATE- 10 Mar 79
NOTE- 550p.
LANGUAGE- English
EDRS Price - MF02/PC22 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Criterion Referenced Tests; *Cutting Scores; *Evaluation Methods; Mastery Tests; Models; Program Design; Research and Development; Scoring; *Test Construction; *Testing; Test Items; Test Norms; Test Reliability; *Test Results; Test Use; Test Validity
IDENTIFIERS- *Standard Setting

This instructional training package introduces practitioners to methods for developing, validating, using, and reporting criterion-referenced tests. It provides a comprehensive presentation of criterion-referenced testing technology. The package emphasizes the most recent substantive and technological advances in the field that are both important and relatively easy to use. The 10 units of instruction are: (1) "Introduction to Criterion-Referenced Testing"; (2) "Preparation of Objectives and Test Items"; (3) "Assessment of Content Validity"; (4) "Test Assembly and Administration"; (5) "Reliability, Validity and Norms"; (6) "Issues and Methods for Standard-Setting"; (7) "Criterion-Referenced Test and Test Manual Evaluations"; (8) "Use and Reporting of Test Score Information"; (9) "Design of Criterion-Referenced Testing Programs--Two Examples"; and (10) "New Developments and Areas for Further Research." Each unit is divided into sections: a unit overview; an introduction to covered topics; relevant technical materials and examples; occasional optional materials; and cited references. Some units have additional references for further study. Flow-charts, figures, and tables are included whenever possible. (Author/BS)

ED 249 300 UD 023 751

Jinadu, L. Adele
Federalism, Ethnicity, and Affirmative Action in Nigeria.
PUB DATE- May 84
NOTE- 44p.; For conference proceedings, see UD 023 748.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Access to Education; *Affirmative Action; Educational Opportunities; Ethnic Discrimination; *Ethnic Groups; Foreign Countries; *Government Role; Justice; Political Attitudes; Postsecondary Education; Social Discrimination; *Social Integration
IDENTIFIERS- *Nigeria

Within a framework of consociational theory, this paper discusses affirmative action policies used in Nigeria to cope with its heterogeneous ethnic composition. An introduction articulates the paper's basic assumptions and themes; the view is taken that political systems are forms of political technology, designed to achieve specific purposes. The paper begins by clarifying such concepts as federalism, ethnicity, and affirmative action. Then, ethnic heterogeneity is discussed as an inherent design problem for the Nigerian polity. Elements of consociational pluralism, defined as an arrangement of structures and institutions for dealing with ethnic pluralism, are outlined. Basically, these structures and institutions are said to require the proportional representation of all groups within government, with each group nonetheless retaining a high degree of autonomy to run its own affairs. This model of consociation is then related to ethical questions about the moral rights of groups and fairness and justice in selection criteria for affirmative action policies. The next section, examining Nigerian political history since 1960, focuses on institutional strategies used to promote power sharing and social integration. Nigeria is held to be a society of ethnic groups rather than individuals. The particulars of affirmative action in Nigeria are described in the following section, with special attention given to the issue of access to university education. In conclusion, affirmative action in Nigeria is compared to that in the United States. (KH)

ED 249 179 SP 024 787

Holding Conferences with Student Teachers. Suggestions for Planning, Conducting, Evaluating.
PUB DATE- 74
NOTE- 25p.; Prepared under the sponsorship of the Academic Affairs Conference of Midwestern Universities and the Chicago Consortium of Colleges and Universities through an HECA grant from the State of Illinois Board of Higher Education, August 1974.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Conferences; *Cooperating Teachers; *Helping Relationship; Higher Education; Individual Counseling; Preservice Teacher Education; Student Evaluation; *Student Teachers; *Student Teacher Supervisors; Teacher Student Relationship

This pamphlet offers advice on planning, conducting, and evaluating effective conferences during supervised student teaching. Sections cover: (1) types of conferences needed--formal and informal conferences with the building principal, the student teacher, cooperating teachers, and college supervisor, and conferences with other teachers and student teachers; (2) shared conference responsibilities of the cooperating teacher, the student teacher, and the college supervisor; (3) factors to consider in planning the conference format; (4) key topics to be discussed in daily and weekly conferences; and (5) key topics to discuss at the initial, mid-term, and final conferences. An evaluation check-list on conference practices and skills for the cooperating teacher's use is included. Sample student evaluation forms are appended. (JD)

ED 249 211 SP 025 339

Fuchs, Lynn S.; Deno, Stanley L.
Developing Goals and Objectives for Educational Programs.
Minnesota Univ., Minneapolis. National Support Systems Project.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.
PUB DATE- Aug 82
NOTE- 97p.; For other modules in this series, see ED 238 844 and SP 025 332-354. For the genesis of these modules, see ED 186 399. Reviewed by Clarence R. Calder, Jr. and Bonnie B. Strickland.
GRANT- OEG007902045
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Behavioral Objectives; *Educational Objectives; Higher Education; Learning Modules; Learning Strategies; *Mainstreaming; Preservice Teacher Education; *Teacher Education Curriculum; *Teacher Educators
IDENTIFIERS- Education for All Handicapped Children Act

This module (part of a series of 24 modules) is on formulating educational goals and objectives, and methods and rationale for writing them as behavioral statements. The genesis of these materials is in the 10 "clusters of capabilities," outlined in the paper, "A Common Body of Practice for Teachers: The Challenge of Public Law 94-142 to Teacher Education." These clusters form the proposed core of professional knowledge needed by teachers in the future. The module is to be used by teacher educators to reexamine and enhance their current practice in preparing classroom teachers to work competently and comfortably with children who have a wide range of individual needs. The module includes objectives, scales for assessing the degree to which the identified knowledge and practices are prevalent in an existing teacher education program, and self-assessment test items. Bibliographic references and journal articles on developing goals and objectives for educational programs are included. (JD)

ED 249 240 TM 840 551

Rowan, Murray; Crawford, Patricia
Middle School Progress Report, 1983-84.
North York Board of Education, Willowdale (Ontario).
PUB DATE- May 84
NOTE- 73p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Attitudes; Educational Objectives; Foreign Countries; *Institutional Evaluation; Intermediate Grades; Junior High Schools; *Middle Schools; Parent Attitudes; School Districts; *School Effectiveness; *School Organization; Student Attitudes; Teacher Attitudes
IDENTIFIERS- *North York Board of Education ON; Ontario (North York)

The purpose of this study was to determine the extent to which principals, teachers, parents, and students report that the recommendations of the 1981 Middle School Report were being implemented in each of the five middle schools in the North York (Ontario) school system. The 13 recommendations addressed such issues as the philosophy of the middle school, the organization of middle schools, staff characteristics and leadership models, staff development, the middle school curriculum and program, parent/community involvement, school size and facilities, costs, and suggestions for improvement and change. The results (gathered from questionnaires and/or interviews of all grade 6, 7 and 8 students, all parents, all teaching and support staff, and all school administrators in each middle school) indicate that, in general, the schools are making good progress toward implementing the recommendations. (BW)

ED 249 254 TM 840 596

Gullickson, Arlen R.

Matching Teacher Training with Teacher Needs in Testing.

PUB DATE- 5 Mar 84
NOTE- 35p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984). This study was supported in part by the University's General Research Fund.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Educational Testing; Elementary School Teachers; Higher Education; Measurement; *Preservice Teacher Education; Secondary School Teachers; *Student Evaluation; Surveys; *Teacher Attitudes; *Teacher Education Curriculum; Teacher Educators

This study matched teacher and professor perspectives of preservice educational measurement courses. Twenty-eight professors from different colleges in seven states and 377 teachers from elementary and secondary schools in one midwestern state responded via mailed questionnaire in which: professors were asked to assess the emphasis they give to topics in preservice educational measurement courses, and precollege teachers were asked to state the emphasis they believe should be given to the topics. Results of the survey show that both groups gave high ratings to items on preparation of exams and low ratings related to the legal aspects of educational measurement. In other categories, their priorities differed. Teacher priorities were testing activities (the practical concerns of testing), nontest evaluative activities, and application of test results. Professor priorities were statistics, standardized test issues, and general use of exam results. Implications of these results are discussed. (Author/BW)

ED 249 286 TM 840 645

Mitchell, James V., Jr.
Computer-Based Test Interpretation and the Public Interest.
PUB DATE- 27 Aug 84
NOTE- 13p.; Paper presented at the Annual Meeting of the American Psychological Association (92nd, Toronto, Ontario, August 24-28, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Computer Assisted Testing; Social Problems; Standards; *Testing Problems; *Test Interpretation; *Test Reviews; Test Validity
IDENTIFIERS- *Computer Based Test Interpretation; Test Publishers

Computer-based test interpretation (CBTI) is discussed in terms of its potential dangers to the public interest, problems with professional review of CBTI systems, and needed policies for these systems. Several problems with CBTI systems are outlined: (1) they may be nicely packaged, but it is difficult to establish their value; (2) they do not allow the in-depth analysis of response data that a psychologist might require; (3) decision rule data are not available from the publishers; (4) the strength and statistical significance of the relationships on which these decision rules are based are often not clear or are questionable; (5) if the decision rules are modeled after the decision processes of an expert clinician, they are even more hidden than in an actuarial system; and (6) the validity of the interpretive report cannot be established. Because of the difficulties with reviewing CBTI systems, potential users cannot be guided by the advice of professionals. Policies should be developed by the profession regarding the disclosure of information about CBTI systems and the validity of their interpretive reports. (BW)

ED 249 196

SP 025 277

Nutrition Source Book.
National Dairy Council, Rosemont, Ill.
PUB DATE- 82
NOTE- 46p.
AVAILABLE FROM- National Dairy Council, 6300 River Road, Rosemont, IL 60018.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Consumer Education; *Dietetics; Eating Habits; Food Handling Facilities; *Food Standards; *Health Education; Hygiene; *Nutrition Instruction; Physical Health
IDENTIFIERS- *Nutrients

This booklet presents a nutrient approach to teaching nutrition. It contains basic nutrition information along with suggestions for translating this information to fulfill the needs of families and individuals. Topics discussed are: (1) a nutrient approach to teaching nutrition; (2) functions of nutrients; (3) how food handling affects nutrient content; (4) nutrients translated into dietary recommendations; (5) what nutrition surveys tell us about U.S. diets; (6) applying nutrient recommendations in everyday food for people; (7) nutrition-wise food buying; (8) cultural and symbolic meanings in food selection; (9) educating the consumer in using nutrition information; and (10) food, nutrition, and health: some issues and controversies. A table is included listing nutrients, their sources in foods, and their major physiological functions. (JD)

ED 249 226 SP 025 354

Wang, Margaret C.
Provision of Classroom Instruction That Is Adaptive to Student Differences.
Minnesota Univ., Minneapolis. National Support Systems Project.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.
PUB DATE- Jun 83
NOTE- 194p.; For other modules in this series, see ED 238 844 and SP 025 332-354. For the genesis of these modules, see ED 186 399. Reviewed by Maynard C. Reynolds.
GRANT- OEG007902045
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adjustment (to Environment); Classroom Techniques; Curriculum Development; Higher Education; *Individual Differences; *Individualized Instruction; Instructional Materials; Learning Modules; *Mainstreaming; Preservice Teacher Education; Student Needs; *Teacher Education Curriculum; *Teacher Educators
IDENTIFIERS- Education for All Handicapped Children Act

This module (part of a series of 24 modules) is on alternative instructional strategies and school resources to be used to provide learning experiences adaptive to the needs and characteristics of individual students. The genesis of these materials is in the 10 "clusters of capabilities," outlined in the paper, "A Common Body of Practice for Teachers: The Challenge of Public Law 94-142 to Teacher Education." These clusters form the proposed core of professional knowledge needed by teachers in the future. The module is to be used by teacher educators to reexamine and enhance their current practice in preparing classroom teachers to work competently and comfortably with children who have a wide range of individual needs. The module includes objectives, scales for assessing the degree to which the identified knowledge and practices are prevalent in an existing teacher education program, and self-assessment test items. Additional readings include a selected bibliography and several articles on adaptive instruction. (JD)

ED 249 315 UD 023 822

Hanawalt, Frank; Williams, Robert L.
The History of Desegregation in Seattle Public Schools, 1954-1981.
Seattle Public Schools, Wash.
PUB DATE- 82
NOTE- 85p.; This report was prepared by the Department of Integration and Special Programs within the Division of Curriculum and Instruction.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Desegregation Plans; *Educational Policy; Elementary Secondary Education; *Enrollment Trends; Racial Composition; *Racial Distribution; Racially Balanced Schools; School Community Relationship; School Demography; *School Desegregation; Student Transportation; Transfer Programs
IDENTIFIERS- *Seattle Public Schools WA

This history details desegregation efforts in the Seattle (Washington) public schools, beginning with the "Brown" Decision in 1954, through 1981, the year that the Board of Education adopted a long-range facilities/desegregation plan. The first four chapters deal chronologically with desegregation events, activities, and plans that took place or were implemented from 1954-1963 (Chapter I), 1963-1973 (Chapter II), 1973-1978 (Chapter III), and 1978-1981 (Chapter IV). Chapter V provides extensive statistical data on enrollment and racial distribution trends in the school district throughout the period covered by the report. (GC)

ED 249 330 UD 023 644

Miller, Brent C.; And Others

Teenage Pregnancy: A Comparison of Certain Characteristics among Utah Youth.

Utah State Office of Education, Salt Lake City.

SPONS. AGENCY- Department of Education, Washington, DC.

PUB DATE- Aug 81

NOTE- 102p.

CONTRACT- OE-81-0385

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Adolescents; Dating (Social); Early Parenthood; Family Relationship; High Schools; *Individual Characteristics; *Pregnant Students; Questionnaires; Sex Differences; *Sexuality; *Social Attitudes; Socioeconomic Background; Student Behavior; Unwed Mothers

IDENTIFIERS- *Utah

This paper reports on a study of teenage sexual activity and pregnancy in Utah, conducted to understand ways of dealing with the State's rising adolescent fertility rate. The paper identifies social and cultural characteristics which distinguish sexually active youth from their abstinent peers. Related research is reviewed and methodology is described: 254 interviews were conducted, including 199 with students randomly drawn from twelve Utah high schools, and 55 with girls who were presently or formerly pregnant. Results are organized under these response categories: (1) response and completion data; (2) intercourse experience, reasons, and age; (3) demographic characteristics; (4) friend, peer, and dating relations; (5) family relations; (6) school background and achievement; (7) religious and responsibility orientations; and (8) sexual education and attitudes. The following section compares the attitudes and experiences of non-sexually active males and females to those of their sexually active peers. Family relations are discussed as one domain where particularly significant differences were found (sexually active girls are said to be more likely to have strained families than sexually active boys). Other important factors are said to be age at initiation of dating; feelings of responsibility to other people and institutions; and the source, age, and effectiveness of sex education. Finally, survey limitations are considered and recommendations, derived from interviews with teachers of young mothers' programs, are offered. Appendices include questionnaires and other materials used in collecting and analyzing data. (KH)

ED 249 137 SO 015 912

St John, Jacqueline D.; Keller, Jane
Student Perceptions of Post Civil War Presidents: A Survey Conducted at the University of Nebraska at Omaha, 1979-1981.
PUB DATE- 84
NOTE- 87p.; For shorter, preliminary version presented at the Missouri Valley History Conference (27th, Omaha, NE, March 10, 1984), see ED 243 732.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Educational Research; Higher Education; *Knowledge Level; Leadership; *Presidents; Social Studies; *Student Attitudes; *United States History; *Writing Evaluation

Based on a preliminary version of this study, project aims were to learn what college freshmen knew about presidents in office from the late 19th century to the present and to determine the students' writing levels. During the first class of each of five semesters, students enrolled in an American History Since 1985 course were asked to write one paragraph about any post Civil War president. Student evaluations of 17 post Civil War presidents (compared to only 4 in the preliminary study) were analyzed. The following categories were used to classify student statements: background/biography, integrity, leadership, intelligence, policies/accomplishments, courage, public image, value to country, historical perspectives, sophistication, and factual errors. In addition, an analysis of student spelling resulted in a listing of 75 most frequently misspelled historical terms. The bulk of the document consists of a category-by-category analysis of student responses for each president in the order chosen: Richard M. Nixon, John F. Kennedy, Jimmy Carter, Franklin D. Roosevelt, Gerald Ford, Ronald Reagan, Harry S. Truman, Abraham Lincoln, Theodore Roosevelt, Lyndon B. Johnson, Dwight D. Eisenhower, Ulysses S. Grant, Woodrow Wilson, Andrew Johnson, Warren G. Harding, Rutherford B. Hayes, and Calvin Coolidge. Findings indicate that although students demonstrated a substantial body of knowledge concerning post Civil War presidents, attempts to communicate their knowledge were marred by their inability to communicate in written English. (LH)

ED 249 151 SO 015 936

Social Studies Education Interpretive Report. 1983-84.
Michigan State Board of Education, Lansing.
PUB DATE- Oct 84
NOTE- 102p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Curriculum Development; *Educational Assessment; Educational Needs; *Educational Objectives; Educational Research; Elementary Secondary Education; Knowledge Level; Skill Development; *Social Studies; Student Attitudes; Tests
IDENTIFIERS- *Michigan

Student performance on the 1983-84 Michigan Educational Assessment Program's social studies assessment test is examined. The purpose of the test was to collect statewide sample data on how well public school students in Michigan are learning, based on a selected set of social studies objectives. A random sample of each type of school community in Michigan was identified. From schools in these communities over 4,400 pupils in grades 4, 7, and 10 were selected for testing. With a few exceptions, attainment levels were low at each grade level. Sections noting highlights of the assessment by grade level and commenting on findings and implications are followed by the major portion of the report, which details objectives tested and assessment results. For each grade level the following information is presented: the attitude, knowledge, and skill objectives tested; a test item which illustrates how each objective was measured; the attainment rate; and recommendations for curriculum improvement. The appendices contain a fact sheet on the assessment, a list of districts tested, and an item and objective match and answer key for each test. (RM)

Broderick, John, Ed.
Syllabi and Instructional Materials for Courses in Juvenile Delinquency. Resource Materials for Teaching.
American Sociological Association, Washington, D.C.
PUB DATE- 84
NOTE- 109p.; For related teaching resources, see SO 015 958-968.
AVAILABLE FROM- ASA Teaching Resources Center, 1722 N. St., N.W., Washington, DC 20036 ($7.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adolescents; Children; Course Content; Course Descriptions; Curriculum Guides; *Delinquency; Instructional Materials; Postsecondary Education; *Sociology; Teaching Guides

One of a series of resources for teaching sociology at the postsecondary level, this volume contains syllabi and instructional materials for courses in juvenile delinquency. Material is divided into two parts. Part One consists of 16 syllabi ranging from those stressing theory to those which are more directly concerned with the practical problems of justice administration. For example, the first syllabus begins with a social history of delinquency and focuses on major causal theories; the last syllabus examines the juvenile justice process from arrest to incarceration. The syllabi have been selected from university and college courses taught around the country. For each one, the following information is generally provided: instructor, university, course description, course requirements, readings, and a course outline. Part Two contains seven additional articles and documents, some of which were written originally for this volume. Writing and research by both teachers and students, field work and internships, and procedures for developing an active sociological perspective are considered in these articles. The volume concludes with a list of contributors. (LP)

ED 249 270 TM 840 623

Alliger, R. J.; Harvey, A. L.
Problems in Measuring Formal Operations.
PUB DATE- Apr 84
NOTE- 29p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New Orleans, LA, April 24-26, 1984).

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Developmental Stages; Group Testing; *Interviews; *Objective Tests; Scoring; *Testing Problems; Test Reliability; Test Validity
IDENTIFIERS- *Formal Operations; Paper and Pencil Tests; *Piagetian Stages

This article discusses practical and theoretical problems related to the measurement of formal operations. The first section of the article discusses problems in measuring formal operations using the clinical interview method. These problems include the lack of both a standardized interview and a uniform scoring procedure. Section two discusses some of these problems which may be solved by utilizing group-administered paper-and-pencil tests of formal operations. Section three discusses problems with paper-and-pencil formal operations tests. The major focus in this section is on problems related to the measurement of reliability and validity. Problems with response constraint and reading comprehension level are also discussed briefly. (Author)

ED 249 301 UD 023 752

Lerner, Natan
Affirmative Action in Israel.
PUB DATE- May 84
NOTE- 47p.; For conference proceedings, see UD 023 748.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Affirmative Action; Arabs; Educational Opportunities; Elementary Secondary Education; Equal Education; Ethnic Groups; *Ethnic Relations; Foreign Countries; *Government Role; Jews;

*Minority Groups; Postsecondary Education; Social Integration
IDENTIFIERS- *Israel

This paper examines issues of equality, discrimination, affirmative action, and preferential treatment in Israel. An introduction provides a broad outline of topics addressed in the paper: the status of the Jewish sector, with treatment of Jewish immigrants to serve as an example of affirmative action; the policies of the state in relation to the Arab minority; policies in relation the relatively disadvantaged Oriental communities within the Jewish majority; and the possibility or desirability of enacting affirmative action policies to improve the status of women. The first main section discusses government policies and programs, which center on the major aims of the Zionist movement. The legal, social, and demographic background for these practices are outlined. The role of affirmative action in Israel today is then analyzed by focusing on the legal status, privileges, and economic situation of Jews (as a homogeneous group), Arabs, and Ashkenazi and Oriental Jews. The next section, a theoretical discussion, reviews specialized literature and press coverage concerning the affirmative action issue. Also included is an outline of special measures already taken to alleviate inequalities in these areas: education (with an emphasis on the role of the judiciary); admission to universities; the army; Project Renewal (an urban renewal program); large families; and the participation of Oriental Jews in government. Finally, it is concluded that the inherent differences between Israel and other countries are accountable for the low profile of affirmative action in Israel. (KH)

ED 249 180 SP 024 789

Anderson, Kaye
Orienting Your Student Teacher. Professional Development Series for Supervising Teachers, 1.
SPONS. AGENCY- Illinois State Board of Education, Springfield.
PUB DATE- 74
NOTE- 16p.; Prepared under the sponsorship of the Academic Affairs Conference of Midwestern Universities and the Chicago Consortium of Colleges and Universities. For other documents in this series, see ED 248 199, SP 024 790 and SP 024 793.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Cooperating Teachers; Higher Education; Institutional Characteristics; Preservice Teacher Education; School Community Relationship; School Policy; Student Characteristics; *Student School Relationship; *Student Teachers; *Teacher Orientation; Teacher Student Relationship

Guidelines are offered to help the cooperating teacher build an orientation program for student teachers. In the first section, a list of questions offers a framework for introducing the student teacher to the school environment. These questions deal with what kind of people live in the community, what kind of a community it is, how the community relates to the school, and how the school serves the community. Some broader considerations are included which bear upon the school district, the city, and professional organizations. Within the school itself, questions are suggested on school philosophy, climate, and policies. Specific questions are designed to acquaint student teachers with the classroom, the curriculum, and the characteristics of the students. In the second section, suggestions are made for activities which will help the student teacher become familiar with the community and city as well as with the school and classroom. A planning outline for an orientation program is presented in the third section. (JD)

ED 249 197 SP 025 280

Brun, Judy K., Ed.; Rhoads, Andre F., Ed.
Nutrition Education Research: Strategies for Theory Building. Proceedings of the Nutrition Education Research Conference (Lincolnshire, Illinois, November 11-13, 1983).
Department of Agriculture, Washington, D.C.; National Dairy Council, Rosemont, Ill.
PUB DATE- 83
NOTE- 179p.
AVAILABLE FROM- National Dairy Council, 6300 North River Road, Rosemont, IL 60018.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cultural Background; Eating Habits; *Educational Theories; Government Role; Information Services; *Models; *Nutrition Instruction; *Policy Formation; Program Effectiveness; *Research Design; Research Methodology; *Research Needs
IDENTIFIERS- *Nutrition Education Research

The purpose of this conference was to provide a framework for improving the quality and increasing the quantity of nutrition education research. Emphasis was placed upon examining the research process from the standpoint of theory or model building. Presentations were made on: (1) "Nutrition Education Research Policy in Washington" (Luise Light); (2) "Nutrition Education Research: Perspectives and Directions" (Barbara Shannon and Susan Oace); (3) "Nutrition Education Research: Focus from Previous Conferences" (Laura Sims); (4) "Theory and Model Building" (Herbert Walberg); (5) "Toward a Framework for Theory Building in Nutrition Education Research" (Isobel Contento); (6) "Multimedia and Bicultural Approach to Nutrition Education" (Henry Breitrose); (7) "The Need for Bicultural and Multimedia Approaches" (Johanna Dwyer); (8) "The Functions of Theory" (Peter Miller); (9) "Food Preferences and Eating Patterns" (LeAnn Birch); (10) "Usefulness of Psychological Traditions for Theory Building" (Isobel Contento); (11) "Social Science Methodologies for Studying Parents'

Perceptions of Children's Food Activities" (Audrey Maretzki); (12) "Planning and Evaluating Television Materials on Nutrition" (James Swinehart); and (12) "Studying the Role of Television for Nutrition Education" (Katherine Clancy). (JD)

ED 249 212 SP 025 340

Graves, Michael F.
The Classroom Teacher's Role in Reading Instruction in the Intermediate and Secondary Grades.
Minnesota Univ., Minneapolis. National Support Systems Project.

SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.
PUB DATE- Sep 82
NOTE- 136p.; For other modules in this series, see ED 238 844 and SP 025 332-354. For the genesis of these modules, see ED 186 399. Reviewed by James Cunningham and Stephen Koziol.
GRANT- OEG007902045
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Higher Education; Intermediate Grades; Learning Modules; *Mainstreaming; Preservice Teacher Education; Reading Comprehension; *Reading Improvement; *Reading Instruction; Reading Skills; Secondary Education; *Teacher Education Curriculum; *Teacher Educators; Vocabulary Development
IDENTIFIERS- Education for All Handicapped Children Act

This module (part of a series of 24 modules) is education program, on fostering students' growth in reading skills. The genesis of these materials is in the 10 "clusters of capabilities," outlined of Public Law 94-142 to Teacher Education." These clusters form of Public Law 94-142 to Teacher Education." These clusters form the proposed core of professional knowledge needed by teachers in the future. The module is to be used by teacher educators to reexamine and enhance their current practice in preparing classroom teachers to work competently and comfortably with children who have a wide range of individual needs. The module includes objectives, scales for assessing the degree to which the identified knowledge and practices are prevalent in an existing teacher education program, and self-assessment test items. A bibliography and journal articles are included on the knowledge and competencies teachers need to build good literacy skills beyond the beginning level. (JD)

ED 249 241 TM 840 552

Turner, Samantha; And Others
A Study of the Services Provided to Visa Students in North York Secondary Schools.
North York Board of Education, Willowdale (Ontario).
PUB DATE- Jun 84
NOTE- 53p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; Ancillary School Services; English (Second Language); Foreign Countries; *Foreign Students; *Program Evaluation; School Districts; School Registration; Secondary Education; Student Adjustment; *Student Attitudes; *Teacher Attitudes
IDENTIFIERS- Hong Kong; *North York Board of Education ON; Ontario (North York); Visas

Since 1977, the visa student population in the North York (Ontario) schools has increased from 89 to approximately 540 in the 1983-84 school year, with the vast majority coming from Hong Kong. The current services for visa students were examined with respect to the appropriateness of the educational experience offered to visa students; the efficiency of the procedures regarding application, course selection, registration, and monitoring; the adequacy of staffing; and the benefits which accrue to the system from having such a student body. Interview and questionnaire data were collected from visa students, regular students having visa students in their classes, staff having direct contact with visa students, principals or their designates, visa student liaison staff, and central staff. The findings are organized and presented in the following sections: Information and Application Procedures, School Resources Available to Visa Students, Effect of Visa Students, Advantages and Disadvantages of the Presence of Visa Students in the Classroom and/or School, Visa Students' Adjustment to Attending School in North York, and Discussion and Recommendations. (BW)

ED 249 255 TM 840 598

Knight, G. Diane; And Others
Measuring the Attitudes of Adults toward Children. Research Report #4-84.
Maryland Univ., College Park. Counseling Center.
PUB DATE- 84
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adults; *Attitude Measures; Attitudes; *Children; Interpersonal Relationship; Negative Attitudes; Rating Scales; *Test Construction
IDENTIFIERS- *Situational Attitude Scale (Adults Children); *Social Distance

The purpose of this study was to develop an attitude scale based on the theory of social distance that could assess attitudes toward children under the age of 12. The questions asked were: Are attitudes of adults toward children positive, negative, or neutral? Do such attitudes have a potency and activity dimension as well as an evaluative one? Do attitudes toward children differ depending on the degree of social distance reflected in the situations in which children are experienced? Do the attitudes of males and females differ toward children? A Situational Attitude Scale - Adults/Children (SAS-A/C) was developed which presented subjects with ten social situations reflecting varying degrees of social distance, and asked them to respond to ten bipolar adjectives for each situation. Findings indicated that adults do hold negative attitudes toward children, especially when placed in social situations reflecting greater social proximity. Although attitudes did differ along the potency and activity dimensions, greater differences were found along the evaluative dimension. Attitudes of males and females were not found to be different. Results are discussed as being consistent with other research on bias toward non-cohort groups. (Author)

ED 249 287 TM 840 646

Powers, Donald E.
Considerations for Developing Measures of Speaking and Listening. College Board Report.
College Entrance Examination Board, New York, N.Y.; Educational Testing Service, Princeton, N.J.
REPORT NO.- CB-R-84-5; ETS-RR-84-18
PUB DATE- 84
NOTE- 14p.
AVAILABLE FROM- College Board Publications, Box 886, New York, NY 10101 ($5.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Cost Effectiveness; Higher Education; Listening Comprehension Tests; *Listening Skills; *Measurement Techniques; *Speech Skills; Speech Tests; Standards; Test Construction; *Testing Problems; Test Selection
IDENTIFIERS- College Entrance Examination Board

The College Board has identified several basic intellectual competencies thought to be essential for effective work in all fields of college study, among them listening and speaking. An issue that arises in connection with these competencies is the availability of suitable measures to assess students' development in these areas. This report considers the availability and adequacy of existing measures of speaking and listening, and discusses a number of issues that should be considered in any efforts to develop new measures of these skills. These issues include: availability and adequacy of existing measures; defining listening and speaking; developing content specifications; relationships among reading, writing, listening, and speaking; instructional effort directed towards speaking and listening; conforming to professionally accepted standards for educational and psychological tests; and administrative feasibility and costs. (Author/BW)

ED 249 166 SO 015 961

Hartman, Harriet, Ed.
Syllabi and Instructional Materials for Courses in Demography. Resource Materials for Teaching.
American Sociological Association, Washington, D.C.
PUB DATE- 84
NOTE- 218p.; For related teaching resources, see SO 015 958-968. Some pages and tables contain light print that may not reproduce clearly.
AVAILABLE FROM- ASA Teaching Resources Center, 1722 N St., N.W., Washington, DC 20036 ($10.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Course Content; Course Descriptions; Curriculum Guides; *Demography; Graduate Study; Instructional Materials; Interdisciplinary Approach; Learning Activities; Migration; *Population Education; Postsecondary Education; Sociocultural Patterns; *Sociology; Undergraduate Study

One of a series of resources for teaching sociology at the postsecondary level, this volume contains syllabi and instructional materials for graduate and undergraduate courses in demography. The first of nine sections, an introduction, contains an overview of contents, additional resources for teachers of population and demography, general teaching resources, and cost and ordering information. Section II consists of syllabi for five introductory demography courses. Syllabi for six courses in techniques of demographic analysis are provided in section III. Section IV contains course outlines for four specialized courses in population topics: fertility, mortality and morbidity, internal migration, and migration. Section V focuses on interdisciplinary courses. Fourteen syllabi are provided for courses such as social demography, historical demography, issues in reproductive behavior, adolescence and fertility, aging, economic demography, and politics of population policy. Syllabi in sections II-V were selected from courses offered around the world. Section VI contains 16 sample assignments on selected topics in demography. Exercises focus on issues such as population growth, population distribution, life tables, cohorts, migration, mortality, fertility, nuptiality, and the world food system. Sections VII and VIII contain suggestions for research projects and film usage, respectively. The final section lists contributors' names and addresses. (LP)

TM

ED 249 227 TM 832 032

Study Guide for the 1983-1984 Academic Decathlon Programs.
Orange County Dept. of Education, Santa Ana, Calif.
PUB DATE- 83
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Competition; *Intellectual Disciplines; *National Programs; Secondary Education; Test Construction
IDENTIFIERS- *Academic Decathlon; *Test Content

The concept outlines included in this study guide were used as the basis for development of examinations for Academic Decathlon programs at the local, state and national levels. The subject areas covered are: Economics; Fine Arts (Visual Art, Music); Language and Literature; Mathematics (General Math, Algebra, Geometry, Calculus); Science; Social Science (The Great Depression and the New Deal, 1929-1938); Super Quiz (Ancient Olympic Games and selected modern Olympiads); and Communication Skills (Speech, Interview, Essay). (BW)

ED 249 271 TM 840 627

Hills, John R.
Quantitative Methods Used in the Study of Item Bias.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee.
PUB DATE- 84
NOTE- 165p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Evaluation Methods; Item Analysis; *Racial Differences; *Test Bias; Test Construction; *Testing Problems; Test Items; Test Results

The literature on item bias, i.e., the question of whether some items in tests favor one cultural group over another cultural group due to irrelevant factors, is reviewed and evaluated. All known references through 1981 are described including a large number of unpublished reports. Each method is described and the criticisms that have appeared in the literature are reported. Studies evaluating methods, comparing methods, and using the methods in practical applications are described and criticized. In the two decades of work on this topic, little has been accomplished that will result in reduction in the mean differences between cultural groups. The probability seems high that well designed and developed modern tests contain few items biased in the sense defined above. (Author)

ED 249 316 UD 023 823

Education Needs of Native Hawaiian Children. Hearing before the Subcommittee on Education, Arts and Humanities of the Committee on Labor and Human Resources, United States Senate, Ninety-Eighth Congress, Second Session on Review of Specific, Immediate, and Long-Term Educational Needs of Native Hawaiian Children, March 22, 1984

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.

PUB DATE- 22 Mar 84

NOTE- 126p.; Sections may be marginally legible due to small print. For a related document, see UD 023 848.

LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Educational Improvement; *Educationally Disadvantaged; *Educational Needs; Elementary Secondary Education; Federal Programs; *Government Role; *Hawaiians; Hear[illegible]; State Departments of Education

IDENTIFIERS- *Hawaii; *Native Hawaiian Education Assessment Project

This is the transcript of Senate hearings chaired by Senator Robert Stafford of Vermont to consider the educational needs and problems of native Hawaiian children. Individuals whose statements are included are Representatives Daniel K. Akaka and Cecil Heftel, congressmen from Hawaii; Senator Spark Matsunaga from Hawaii; Francis M. Hatanaka, acting superintendent in the Hawaii State Department of Education; Haroldeen Wakida, president of the Hawaii State Teachers Association; Gard Kealoha, a trustee of the Office of Hawaiian Affairs; Manuel J. Justiz, Director of the National Institute of Education; Robert R. Rath, Executive Director of the Northwest Regional Educational Laboratory; and Myron B. Thompson, a trustee of Kamehameha schools. The prepared statement (with attachments) of Mr. Thompson makes up the bulk of this document. The statement, a report from the Native Hawaiian Education Assessment Project, explores three areas: (1) the educational and special health, social, and psychological needs of native Hawaiians; (2) effectiveness of Federal programs in addressing these needs; and (3) measures that should be taken to improve existing programs and address unmet needs. The responses of Mr. Thompson, Mr. Hatanaka, and Mr. Kealoha to specific questions asked by Senators Matsunaga and Stafford are also recorded in the transcript. (GC)

ED 249 138 SO 015 913

Turner, C. M.
Socialisation into Organizations. Coombe Lodge Working Paper.
Further Education Staff Coll., Blagdon (England).
REPORT NO.- IBN-1637
PUB DATE- Jun 81
NOTE- 14p.; Portions of document are in light type.
AVAILABLE FROM- Further Education Staff College, Coombe Lodge, Blagdon, Bristol BS18 6RG, England (50 pence).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Employee Attitudes; Employer Employee Relationship; Employment Experience; *Entry Workers; *Job Training;

*Organizational Effectiveness; *Organizations (Groups); *Socialization

Four aspects of the process of an individual's socialization into a new organization are examined: characteristics, stages, content, and practice. Socialization is defined as the process by which an individual comes to appreciate the values, abilities, expected behaviors, and social knowledge essential for assuming an organizational role and for participating as an organizational member. Characteristics of the process include disorientation, embarrassment, fear of stupidity, sensory overload, and reality shock. The stages of socialization are anticipatory socialization, the encounter stage, and the adaptation stage. There are three content areas of socialization activity: (1) adjusting to the work environment; (2) developing work skills; and (3) understanding the culture and values of the organizational setting. With regard to socialization practices, there are three key features of the newcomer's experience. He has to adjust to change from a previous job, experience contrast with the previous job, and deal with the surprise element, i.e., the difference between expectations and subsequent experience. To facilitate socialization, the newcomer should be provided support and help to deal with any surprises. (RM)

ED 249 152   SO 015 937

Baruch, Steven; Callaway, Rolland
Toward Systematic Study of the Process of Curriculum Formation: What Theory Is of Most Worth?
PUB DATE- Apr 84
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Curriculum Design; *Curriculum Development; *Educational Theories; Literature Reviews; Models; Schemata (Cognition)
IDENTIFIERS- *Curriculum Theories; Goodlad (John I); Peterson (Paul); Tyler (Ralph W); *Tylers Model

Having broadly defined the process of curriculum formation as a complex set of interactions among many specified internal and external factors, the authors review the field of curriculum theory with the goal of finding the most potent theory for structuring and guiding studies of how changes occur in the curriculum of American public schools. For the purposes of analysis, curriculum theory is organized into four categories according to the theorists who view curriculum development as (1) a technical process performed by professionals, (2) a field to be studied inductively, (3) a product of the interaction of various individuals and groups, and (4) a concept to be re-conceptualized. After considering the merits of using the theories comprising these four categories, the authors discuss the worth of an eclectic theory combining elements of the first three categories. The authors advocate use of Paul Peterson's theory of educational decision making as a basis upon which to construct an eclectic theory. They suggest that such an eclectic theory would serve as a "worthy" conceptual framework for organizing data and unifying scholarly consideration of the process of curriculum formation. (Author/LH)

ED 249 288 TM 840 647

Brand, Stephen; Moore, Thom

Costs and Benefits of Policy-Oriented Community Research: A Case Study.

PUB DATE- Aug 83

NOTE- 14p.; Paper presented at the Annual Meeting of the American Psychological Association (91st, Anaheim, CA, August 26-30, 1983).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- College Housing; College Students; *Community Study; *Cost Effectiveness; *Drinking; Higher Education; Policy Formation; Research Needs; *Research Utilization; *Social Environment

IDENTIFIERS- *Illinois Residential Life Survey

Recent developments in the social policy literature suggest a growing overlap in community and social policy interests and methods. This combination of community and policy interests is illustrated by tracing successive steps of the Illinois Residential Life Survey in order to support programming decisions about community mental health in a college environment. Specifically, data about the influence of the social environment on alcohol consumption were needed. The Illinois Residential Life Survey was administered to approximately 3,000 students in 130 residence hall floors, fraternities, and sororities. The cost of the research, and its benefits for planning interventions are enumerated. The survey was useful in identifying meaningful dimensions which differentiate living groups by their beliefs about alcohol consumption, characteristic drinking styles, and labelling of deviant drinking. These dimensions are related to social climate, and are not simply distinctions between males and females or residence halls and Greek houses. (BW)

ED 249 302 UD 023 753

Hufner, Klaus
The Right to Education: The Case of the Federal Republic of Germany.
PUB DATE- May 84
NOTE- 30p.; For conference proceedings, see UD 023 748.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Affirmative Action; Educationally Disadvantaged; Elementary Secondary Education; *Equal Education; Females; Foreign Countries; *Government Role; Higher Education; *Migrant Education; *Minority Groups; *Public Policy; Working Class
IDENTIFIERS- *West Germany

This paper investigates the extension of educational rights to girls, working class children, and the children of migrant workers in the Federal Republic of Germany (FRG). The first section discusses the theoretical basis of affirmative action in West Germany, legal provisions for attaining equality in education, and basic features of the West German educational system. Section II presents a legal overview of the right to education at the national and international levels. Although the German constitution does not contain an explicit "basic right to education," German policy is said to have been shaped by judicial interpretation, the influence of the United Nations Declaration of Human Rights, and the FRG's acceptance of the European Social Charter. Developments in German education, from 1960 to 1980, are outlined in Section III. Statistics are presented to document increased government expenditures to meet the growing demands of German students. Discussed next are problems surrounding the "numerus clausus," a system created to enable universities to deal with greater demand for higher education, and the recent creation of a quota system to cope with rising numbers of university applicants from developing countries. Section IV addresses the educational problems of migrant worker children, and describes related government policy. Finally, Section V summarizes efforts to date of the German government to provide equal educational opportunities, and calls for additional measures for the future. (KH)

ED 249 331 UD 023 845

Damico, Sandra Bowman; Sparks, Christopher
Interracial Contact Opportunities. Effects of Organizational Structure on Communication Patterns in Desegregated Middle Schools.
PUB DATE- Apr 84
NOTE- 38p.; Paper presented at the annual meeting of the American Educational Research Association (New Orleans, LA, April, 1984). May be marginally legible due to light type.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference

Papers, "Papers Presented at..." (150)
DESCRIPTORS- Intergroup Relations; Intermediate Grades; Junior High Schools; Middle Schools; Peer Relationship; *Racial Relations; *School Organization; Sex Differences; *Teaching Methods; *Verbal Communication

This study contrasts interracial communication patterns among students attending two desegregated schools which differed in organizational structure (one was a middle school and one a junior high school). Both schools were similar in size, student socioeconomic profile, and percent of white and black pupils. Multiple analysis of variance indicated that black adolescents attending the junior high school, which used primarily a recitation mode of instruction, had significantly less verbal contact with white classmates than did black students attending the middle school, which used a multi-task format. Moreover, all students attending junior high school, regardless of race or sex, received significantly less verbal contact from classmates than did those students attending the middle school. Organizational structure of the schools was thus found to limit contact within race as well as across race. The unique roles of white and black females in the social structures of their schools were also highlighted by other data. (Author/GC)

ED 249 181 SP 024 790

Whealon, Janet; Whealon, Terry
Using the Initial Conference as a Needs Assessment Instrument. Professional Development Series for Supervising Teachers, 2.
SPONS. AGENCY- Illinois State Board of Education, Springfield.
PUB DATE- 74
NOTE- 12p.; Prepared under the sponsorship of the Academic Affairs Conference of Midwestern Universities and the Chicago Consortium of Colleges and Universities. For other documents in this series, see ED 248 199, SP 024 789 and SP 024 793.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Conferences; *Cooperating Teachers; *Educational Objectives; Higher Education; *Individual Development; *Needs Assessment; Preservice Teacher Education; Student Needs; *Student Teachers; Teacher Student Relationship

Brief discussions are presented on the areas a cooperating teacher should concentrate on in the initial conference to determine the needs of a new student teacher. These areas include: (1) determining the student teacher's career aspirations; (2) identifying the academic training and preparation of the student teacher; (3) discovering the student teacher's overall objectives and educational philosophy; (4) examining the initially perceived competencies of the student teacher; (5) clarifying the student teacher's perceptions about the role of the cooperating teacher; (6) discovering factors affecting the student teacher's life outside of the classroom; (7) identifying the student teacher's strengths and weaknesses; (8) exploring the student teacher's understanding of learners' needs; and (9) determining the extent of the student teacher's knowledge of school district policies, curriculum, and school routine. (JD)

ED 249 198 SP 025 281

Contemporary Topics in Nutrition. Sodium, Cholesterol/Fat, Refined Sugar/Caloric Sweeteners.

National Dairy Council, Rosemont, Ill.

PUB DATE- 84
NOTE- 54p.
AVAILABLE FROM- National Dairy Council, 6300 River Road, Rosemont, IL 60018.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Dietetics; Disease Control; *Eating Habits; Elementary Secondary Education; Health Education; *Nutrition; *Nutrition Instruction; *Physical Health; Preventive Medicine
IDENTIFIERS- Cholesterol; Sodium; Sugar

The properties of three critical elements in the human diet are discussed. In the first section, the functions of sodium in the body and in the diet are considered. The relationship between sodium and hypertension is explored, and recommendations from professional health groups on the sodium consumption are presented. In the second section, the consumption of fat and cholesterol is discussed. The body's use of dietary fat is discussed, and the distinction is clarified among saturated, monounsaturated, and polyunsaturated fatty acids. An overview is given of the connection between consumption of fats and cholesterol and coronary heart disease. Data relating fat and cholesterol to cancer are reviewed, and recommendations from professional health groups are presented. In the last section, the consumption of refined sugar and caloric sweeteners is discussed within the framework of the body's need for carbohydrates. The relationshp of sugar and dental caries, hyperactivity, and hyperkinesis is discussed. References and fact sheets are included for each of these nutrients. (JD)

ED 249 213 SP 025 341

Henderson, Ronald W.
Teacher Relations with Minority Students and Their Families.
Minnesota Univ., Minneapolis. National Support Systems Project.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.
PUB DATE- Sep 82
NOTE- 112p.; For other modules in this series, see ED 238 844 and SP 025 332-354. For the genesis of these modules, see ED 186 399. Reviewed by Cordell Wynn and Thomas Oakland.
GRANT- OEG007902045
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cultural Differences; Ethnic Stereotypes; Family Characteristics; *Family School Relationship; Higher Education; Learning Modules; Learning Processes; *Mainstreaming; *Minority Groups; Preservice Teacher Education; *Teacher Education Curriculum; *Teacher Educators; Teacher Response
IDENTIFIERS- Education for All Handicapped Children Act

This module (part of a series of 24 modules) is on how stereotyped conceptions of minority children and their families may influence teachers' expectations and affect student achievement. The genesis of these materials is in the 10 "clusters of capabilities," outlined in the paper, "A Common Body of Practice for Teachers: The Challenge of Public Law 94-142 to Teacher Education." These clusters form the proposed core of professional knowledge needed by teachers in the future. The module is to be used by teacher educators to reexamine and enhance their current practice in preparing classroom teachers to work competently and comfortably with children who have a wide range of individual needs. The module includes objectives, scales for assessing the degree to which the identified knowledge and practices are prevalent in an existing teacher education program, and self-assessment test items. Topics discussed in this module include cultural diversity and ethnic stereotyping, characteristics of minority children and their families, and teacher expectations and student performance. A bibliography and journal articles are included on racial and cultural variations among American families, and the effect of cultural differences on the academic achievement of Mexican American children. (JD)

ED 249 242 TM 840 556

Hicks, Marilyn M.
A Comparative Study of Methods of Equating TOEFL Test Scores.
Educational Testing Service, Princeton, N.J.
REPORT NO.- ETS-RR-84-20
PUB DATE- Jun 84
NOTE- 71p.
AVAILABLE FROM- Educational Testing Service, Research Publications, R-116, Princeton, NJ 08541
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Entrance Examinations; Comparative Analysis; *English (Second Language); *Equated Scores; Language Tests; *Latent Trait Theory; Measurement Techniques; Sampling; Scaling; Statistical Analysis; Testing Problems; Test Interpretation; *Test Items
IDENTIFIERS- Equipercentile Equating; Linear Equating Method; *Test of English as a Foreign Language

Six methods of equating Test of English as a Foreign Language (TOEFL) test scores for samples consisting of the usual groups of examinees and groups controlled for native language representation were evaluated in terms of scale stability. The equating methods included three item response theory (IRT) variants (fixed b's scaling, a one-parameter model in which a- and c-parameters were fixed at constant values, and a model in which all three parameters were re-estimated), and three conventional equating methods (Tucker, Levine and Equipercentile). The equating methods were applied to Section II, Structure and Written Expression, and Section III, Reading Comprehension and Vocabulary. For the regular group of examinees, fixed b's IRT equating exhibited the greatest scale stability for both sections with the one-parameter IRT model and Tucker linear equating following in that order. For most equating methods, controlling for native language resulted in increased scale stability relative to the regular group for Section II, but produced more error in Section III. This interaction may be related to the differential performance observed among language groups on Section III in previous studies. Results supported continued use of fixed b's scaling for TOEFL data using a random sample of examinees from the total testing group. (Author)

ED 249 256 TM 840 599

McGuire, Dennis P.
Methodological Considerations When Using the 1979-80 Reading/Literature Public Use Tapes: Data Analysis, Identification of Traits, and Construction of Scales from NAEP Items.
SPONS. AGENCY- Minnesota Univ., Minneapolis.
PUB DATE- Apr 84
NOTE- 40p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984). Portions may be marginally legible.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Achievement Tests; *Computer Software; *Educational Assessment; Elementary Secondary Education; Federal Programs; Literature; Reading Achievement; *Research Methodology; Research Problems; *Statistical Analysis; Test Construction; Testing Programs; Test Reliability; Test Results
IDENTIFIERS- *National Assessment of Educational Progress; Second Literature Third Reading Assessment (1980); *Statistical Package for the Social Sciences

Efficient methods of using the Statistical Package for the Social Sciences (SPSS) to analyze National Assessment of Educational Progress (NAEP) data files are discussed. One error in the NAEP SPSS file is discussed, and another error (which may be system-dependent) is mentioned. In addition, purely mathematical methods are used to address the questions of whether there is evidence for the existence of four hypothesized traits (Words and Phrases, Lexical Relationships, Propositional Relationships, and Textual Relationships). Further, the question of estimating reliability of a new set of items gathered from different NAEP booklets is addressed. It is concluded that the current data do not support the thesis that these traits are distinct, although there is some evidence that Words & Phrases and Lexical Relationships are distinct. It is further concluded that the reliability of new sets of items cannot be safely estimated at this time. (Author)

Sanders, Jack; And Others
School Effectiveness: Profile of School Excellence.
Appalachia Educational Lab., Charleston, W. Va.
PUB DATE- Apr 84
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).
AVAILABLE FROM- Appalachia Educational Laboratyr, Inc., P.O. Box 1348, Charleston, WV 25325.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Achievement Rating; *Educational Assessment; *Educational Planning; *Evaluation Methods; Intermediate Grades; Principals; Rating Scales; *Research and Development; *School Effectiveness; School Surveys; Secondary Education; Student Attitudes; Superinterdents; Teacher Attitudes
IDENTIFIERS- *Profile of School Excellence

Based on Larry Hutchins' analysis of the school effectiveness literature, the Profile of School Excellence (PRO-S/E) is a diagnostic tool keyed to 11 instructional and organizational variables which are positively related to effective/excellent schools and which are alterable. The variables are: needs basis; objectives; expectations; roles and responsibilities; conditions and resources; instructional time and task orientation; assessment use; rewards and reinforcement; behavior code; school climate; and parental support and involvement. Seven data gathering procedures are used: district data forms; school data forms; school rating forms for district central office staff; superintendent interviews; principal interviews; student questionnaires; and teacher questionnaires. Each procedure was pilot tested and revised in school settings. The completed PRO-S/E has been administered in eight local education agencies (LEA's), ranging in size from 777 to 17,850 students and from 2 to 47 schools, in five states. The PRO-S/E provides superintendents with diagnostic information through a series of graphs (profiles) and a rating report with suggestions for further research and development methods for identified problem areas. It is especially useful for superintendents of smaller school districts with no management information system. Using PRO-S/E, the Appalachia Educational Laboratory has enhanced the linkage between the research and development community and the practitioner community. (BS)

ED 249 272 TM 840 628

The Regents Competency Testing Program. Information Bulletin.
New York State Education Dept., Albany.
PUB DATE- Sep 82
NOTE- 23p.; Supersedes ED 198 165. Sample items are in small print.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Basic Skills; Elementary Secondary Education; *Graduation Requirements; Handicap Identification; Mathematics; *Minimum Competency Testing; Program Descriptions; Reading Comprehension; Screening Tests; *State Programs; Testing Programs; Test Items; Writing Skills
IDENTIFIERS- New York; *New York State Regents Examinations

The New York Regents Competency Testing Program has been designed to assure that all students develop adequate skills in reading comprehension, writing, and mathematics before graduation from high school. In this booklet, information is provided on two elements of the Regents Competency Testing Program: diploma standards and screening tests. Minimum standards of achievement in reading comprehension, writing, and mathematics must be met in order to receive a high school diploma. The requirements for a local high school diploma, a Regents high school diploma, and a local certificate are outlined. The competency testing requirements are described, and examples from the Regents Competency Tests are presented. For students whose native language is other than English, alternative testing procedures are available. The Regents Competency Testing Program also emphasizes the early identification of students who need special help in developing their skills. Beginning in grade 3, screening tests are administered to identify students who need special help. Those tests are also described in this bulletin. (BW)

ED 249 317 UD 023 824

Hill, Macio H.
Chapter 1 In Action. Virginia Evaluation Summary, 1979-83.
Virginia State Dept. of Education, Richmond. Office of Specializeo Compensatory Education.
PUB DATE- Jul 84
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- *Achievement Gains; *Compensatory Education; *Educationally Disadvantaged; Elementary Secondary Education; Federal Aid; Program Costs; *Program Effectiveness; Student Characteristics
IDENTIFIERS- Education Consolidation Improvement Act Chapter 1; Elementary Secondary Education Act Title I; *Virginia

This booklet summarizes evaluation information from the first year of Chapter 1 programs (funded under the Education Consolidation and Improvement Act of 1981) in Virginia, and presents highlights from the last 18 years of the Title I program (funded under the Elementary and Secondary Education Act). The summary, which reflects the results of Chapter 1 programs in 139 school divisions, is divided into several topic areas: (1) basic facts about Chapter 1; (2) participant characteristics; (3) academic subjects emphasized under the programs; (4) staff; (5) impact on achievement in reading, mathematics, and language arts; (6) management techniques used to improve learning; (7) parent involvement; (8) program costs; (9) monitoring activities; (10) services for migrant children and the impact of such services; and (11) sevices for neglected and delinquent children. (GC)

ED 249 139 SO 015 915

Walker, David; And Others

Literacy and Nation-Building in Zimbabwe: Summative Evaluation of USAID's Grants to the Adult Literacy Organization of Zimbabwe. Phase I.

World Education, Inc., Boston, MA.

PUB DATE- Nov 83

NOTE- 143p.; An evaluation of the "Adult Literacy Teacher Training and Text Production OPG Project No. 613-0220" conducted by the Adult Literacy Organization of Zimbabwe (ALOZ) and the USAID Mission to Zimbabwe. Chart on page 21 may not reproduce clearly.

LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Adult Basic Education; *Adult Literacy; Comparative Education; Educational Objectives; Educational Research; Foreign Countries; Functional Literacy; Information Dissemination; Instructional Materials; *Literacy Education; Program Effectiveness; Program Evaluation; Teacher Education

IDENTIFIERS- *Zimbabwe

A program funded by USAID to help the Adult Literacy Organization of Zimbabwe (ALOZ) increase its capacity to provide training and supervision for adult literacy teachers and to publish and distribute literacy texts is evaluated. Methodology used included questionnaires, interviews with ALOZ staff, observation of grant activities, and a review of documents. Overall, the evaluators felt that ALOZ is on its way to achieving all grant objectives. However, to date not all objectives have been met in their entirety. The number of sponsors obtained, teachers trained and refreshed, and students enrolled all fell short of the projected target. Little has been done internally with staff development, and ALOZ is still in the process of developing a feedback system to measure program gains and client needs. ALOZ has successfully fulfilled its goal of increasing publication of literacy materials. Major problems encountered in the administration of ALOZ include lack of team work and insufficient coordination within ALOZ and with the Ministry of Education and Culture. The conclusion is that ALOZ should work closely with the government in its National Literacy Campaign. (RM)

Fritsche, JoAnn M., Comp.
Selected Project Materials, 1980-1983 of the Women in the Curriculum Program and the Leadership for Educational Equity Project.
Maine Univ., Orono. Academic Affairs Div.
SPONS. AGENCY- Women's Educational Equity Act Program (ED), Washington, DC.
PUB DATE- 84
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Objectives; Equal Education; Feminism; Higher Education; *Integrated Curriculum; Orientation Materials; Program Descriptions; *Sex Fairness; Teamwork; Womens Education; *Womens Studies

Selected materials from two projects designed to engage college faculty and administrators in examining and addressing problems of gender bias in curricula and scholarship are presented. Following a description of the Women in the Curriculum Project (WIC) and the Leadership in Educational Equity Project (LEEP), this document presents a brief discussion of three stages of development involved in the organization of an equity leadership team. Details of a pilot project for WIC are outlined, with attention given to course evaluation/criteria development teams. Initial questions about the place of women in the curriculum and discussion questions for faculty development workshops are followed by suggested activities designed to foster institutional support and program development. Next, a working definition of a balanced course precedes a look at goals beyond the first stage of the project. The final section considers goals beyond the second stage of the project in a discussion of courses and the disciplines in terms of the scholarship, values, and perspectives of women. The document concludes with a bibliography of over 20 resources, produced between 1975 and 1982, related to the feminist transformation of the curriculum. (LH)

Grimshaw, Allen D.
Teaching War as a Social Problem. A Report on Soc101 at Indiana University. Resource Materials for Teaching.
American Sociological Association, Washington, D.C.
PUB DATE- 84
NOTE- 82p.; For related teaching resources, see SO 015 958-968.
AVAILABLE FROM- ASA Teaching Resources Center, 1722 N St., N.W., Washington, DC 20036 ($6.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Controversial Issues (Course Content); Course Content; Course Descriptions; Course Evaluation; Course Objectives; *Curriculum Problems; Instructional Materials; Introductory Courses; Postsecondary Education; *Social Problems; *Sociology; Student Evaluation; Teacher Evaluation; Tests; Undergraduate Study; *War; World Problems

One of a series of resources for teaching sociology at the postsecondary level, this volume discusses the background, problems, and course format for an introductory course on war as a social problem. Material is divided into seven sections. Section 1 provides an introduction to the course. Section 2 contains the instructor's personal background and reasons for teaching a course on war. Procedures for preparing a course on this topic are described in section 3. Choice of instructional goals, topics, and course materials is detailed. The following problems encountered in teaching the course are examined in section 4: student enrollment, problems of student expectations and knowledge, teacher problems, and reactions to course materials. Efforts to improve course reading materials are described in section 5. Section 6 examines two contrasting problems in organizing and offering a course on war: the apathy, negativism, and indifference of a number of sociologists on the one hand and the work of anti-war organizations on the other. The final section considers the future of courses dealing with controversial social issues such as war. Attachments include a course syllabus, copies of examinations, questions for a film series which accompanied the course, a course evaluation form, and a letter to Physicians for Social Responsibility. (LP)

ED 249 182 SP 024 793

Speer, William; Zoellick, Corrine

Self-Evaluation: Developing the Skill. Professional Development Series for Supervising Teachers, 5.

SPONS. AGENCY- Illinois State Board of Education, Springfield.

PUB DATE- 74

NOTE- 19p.; Prepared under the sponsorship of the Academic Affairs Conference of Midwestern Universities and the Chicago Consortium of Colleges and Universities. For other documents in this series, see ED 248 199, SP 024 789-790.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Audiovisual Aids; Classroom Techniques; *Cooperating Teachers; *Educational Objectives; Higher Education; Lesson Plans; Preservice Teacher Education; *Self Evaluation (Individuals); *Student Teachers; Teacher Attitudes; *Teacher Behavior; Teacher Effectiveness; Teaching Methods

This manual provides self-evaluation objectives which the cooperating teacher can present to the student teacher and discusses avenues through which self-evaluation can occur. The first section presents a list of student teaching competencies (e.g., methods of instruction, knowledge of subject, classroom control, motivating students.) Each of the 20 competencies listed is accompanied by brief clarifying statements on the teacher behaviors that reinforce that competency. A sample of a student teacher self-evaluation form, which is basically a condensation of these competencies, is included. In the second section, methods of evaluating lesson plans are discussed. Oral discussion with the cooperating teacher about the objectives of the lesson--how learners reacted, what was successful, and what could be changed--is recommended as one effective method. It is suggested that written reports are of value also, and a sample form which could be used by the student teacher in evaluating a lesson is presented. In the final section, the use of an audio tape for self-evaluation is discussed. (JD)

ED 249 289 TM 840 648

Williams, David D.; Peterson, Gary
Curriculum in Practice: The Student Perspective.
PUB DATE- Apr 84
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *Classroom Research; *Curriculum; Curriculum Research; Junior High Schools; *Naturalistic Observation; Participant Observation; Student Attitudes; Teacher Attitudes

IDENTIFIERS- *Hypothesis Formulation; *Negotiation Processes

This paper introduces a research series recently initiated to begin to describe and interpret curriculum as practiced and experienced at the classroom and individual student levels. Curriculum is defined as whatever a student learns. A multi-year series of studies is planned to combine naturalistic and survey methods to generate theories about how society, schools, and individuals (teachers, parents, and students) operationalize the concept of curriculum. The results reported here come from four classroom case studies, in which an investigator identified and analyzed the activities and decisions that might be related to curriculum in one classroom. Based on these case studies, a working hypothesis is proposed: that curriculum is a product of negotiation between students and teachers, and that all parties to the negotiation bring more than themselves to the "bargaining table." (BW)

ED 249 303   UD 023 754

Indjic, Tirvo
Affirmative Action: The Yugoslav Case.
PUB DATE- May 84
NOTE- 21p.; For conference proceedings, see UD 023 748.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Affirmative Action; Constitutional Law; Educational Opportunities; Elementary Secondary Education; Equal Protection; Ethnic Discrimination; *Ethnic Groups; *Ethnic Relations; Foreign Countries; *Government Role; Higher Education; Indigenous Populations; Language of Instruction; Religious Cultural Groups; Social Integration
IDENTIFIERS- *Yugoslavia

After World War II, the newly federated Yugoslav government promised equality to the country's many different ethnic and religious groups. The 1974 Constitution guaranteed every citizen his or her free expression of belonging to a "nation" or "nationality," the free expression of his or her ethnic culture, and the freedom to use its language or script. As a result, many injustices were eliminated, as the example of the Macedonians attests. They, like many other groups, have experienced a rebirth of national and cultural identity. All problems, however, have not been eliminated. The quality of life for Albanians living in the province of Kosovo has improved radically, and they are well represented in local government. But with the consequent rise in Albanian nationalism, problems were created for other minority groups occupying the same province: Affirmative action programs intended to assist the Albanians resulted in reverse discrimination against Serbs, Turks, and other groups. Gypsies represent another problem. The Yugoslav Constitution does not recognize them as an ethnic group, and they belong to the poorest sector of Yugoslav society. The Gypsies declare themselves Yugoslavs and should therefore be accorded nationality status, with all accompanying constitutional rights. Affirmative action programs in education and employment, aimed at improving the lot of Gypsies and other groups with no consititutional status, are important. Thus, despite its pretensions to ideological and political homogeneity, Yugoslav society is conflictive, and measures taken to date do not mean that the present situation is satisfactory. (KH)

ED 249 332 UD 023 847

Blum, Virgil C.
Minority Families Sacrifice for Quality Education.
Catholic League for Religious and Civil Rights, Milwaukee, Wis.
PUB DATE- 24 Apr 84
NOTE- 18p.; Paper presented at the American Educational Research Association Meeting (New Orleans, LA, April 24, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Catholic Schools; Educational Needs; Elementary Secondary Education; *Federal Aid; *Inner City; *Low Income Groups; *Minority Groups; Private Schools; Tax Credits; *Tuition; *Urban Schools

This paper reports and interprets the major findings of a study of 54 inner city private elementary schools in eight cities. The study, conducted during the 1978-79 school year by the Catholic League for Religious and Civil Rights, explores the schools' academic achievements; their growing appeal to low-income, minority families; the racial, religious and socioeconomic diversity of their students; and the financial sacrifices made by the families who use them. Also discussed are the financial problems now besetting private inner city schools. It is concluded that the continued existence of such schools is gravely threatened by present government education funding policies which refuse to provide assistance to low-income minority parents struggling to meet the rising tuition costs of private schools in their inner city neighborhoods. (Author/GC)

ED 249 199 SP 025 282

Food Power. A Coach's Guide to Improving Performance.

National Dairy Council, Rosemont, Ill.

PUB DATE- 84
NOTE- 56p.
AVAILABLE FROM- National Dairy Council, 6300 River Road, Rosemont, IL 60018.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Athletes; *Athletic Coaches; Athletics; Body Weight; Dietetics; *Exercise Physiology; Fatigue (Biology); *Human Body; Metabolism; *Nutrition; Nutrition Instruction; Training Methods; Water

This guide looks at the athlete's nutrient needs and presents recent findings from physiology- and nutrition-related research which have direct bearing on athletic performance. Contents include sections on: (1) nutrition basics; (2) water needs of athletes; (3) nutrient fuels for sports; (4) diets for athletes; (5) body composition; (6) weight control; (7) myths about sports and nutrition; and (8) appended lists of foods, recommended daily dietary allowances, and sources for skinfold calipers. Twelve handouts for athletes are included which contain highlights on basic information on nutrition, diet, and training. This information is combined with instructions to athletes for reaching their nutritional peak for competition. (JD)

ED 249 214　　SP 025 342

Hofmeister, Alan M.; Preston, Caroline N.
Curriculum-Based Assessment and Evaluation Procedures. Revised .
Minnesota Univ., Minneapolis. National Support Systems Project.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.
PUB DATE- Sep 81
NOTE- 125p.; For other modules in this series, see ED 238 844 and SP 025 332-354. For the genesis of these modules, see ED 186 399. Reviewed by Maynard C. Reynolds and Thomas Oakland.
GRANT- OEG007902045
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Curriculum Evaluation; Educational Diagnosis; *Evaluation Methods; Higher Education; Learning Modules; *Mainstreaming; Preservice Teacher Education; Student Evaluation; Student Needs; *Teacher Education Curriculum; *Teacher Educators
IDENTIFIERS- Education for All Handicapped Children Act

This module (part of a series of 24 modules) is on educational assessment and its purposes. The genesis of these materials is in the 10 "clusters of capabilities," outlined in the paper, "A Common Body of Practice for Teachers: The Challenge of Public Law 94-142 to Teacher Education." These clusters form the proposed core of professional knowledge needed by teachers in the future. The module is to be used by teacher educators to reexamine and enhance their current practice in preparing classroom teachers to work competently and comfortably with children who have a wide range of individual needs. The module includes objectives, scales for assessing the degree to which the identified knowledge and practices are prevalent in an existing teacher education program, and self-assessment test items. Bibliographic references and journal articles are included on student assessment and educational diagnosis. (JD)

ED 249 243 TM 840 584

Tourangeau, Roger; And Others

High School and Beyond First Follow-Up (1982). Sample Design Report.
National Opinion Research Center, Chicago, Ill.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Jun 83
NOTE- 297p.; For related documents, see ED 214 990 and TM 840 585. Tables in Appendix 2C contain small print.
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Records; *Error of Measurement; Federal Programs; *Followup Studies; Grade 10; Grade 12; *High Schools; Institutional Characteristics; Longitudinal Studies; *National Surveys; Outcomes of Education; *Research Design; *Sampling; School Surveys; Student Characteristics; Student Development; Student Educational Objectives
IDENTIFIERS- *High School and Beyond (NCES); Nonrespondents

This report documents the major technical aspects of the sample selection and implementation of the 1982 High School and Beyond First Follow Up, the first in a series of planned resurveys of the students and schools in the 1980 High School and Beyond Base Year Survey. The First Follow-Up included subsamples of nearly 30,000 sophomore cohort and 28,000 senior cohort representatives from the Base Year samples. Sophomore cohort questionnaires focused on school experiences and plans for further education or work following high school. Senior cohort questionnaires focused on postsecondary education and work. Sophomores were retested with the Base Year cognitive tests, but seniors were not retested. Schools in which sophomore cohort students were still enrolled or to which they had transferred en masse completed a school questionnaire. This report's introductory chapter describes the National Longitudinal Studies program, briefly describes the Base Year Survey and provides an overview of the First Follow-Up survey. Chapter two summarizes the Base Year sample design and details the First Follow-Up procedures. Chapter three describes the calculation of sample case weights that adjust for differential probabilities of selection and for nonresponse within the weighting cells. Chapter four examines the possible impact of nonresponse. Chapter five describes procedures for computing sampling errors and design effects. Chapter six discusses the sample design for the High School Transcripts study. The appendices contain statistical data for: sums of preliminary weights and nonresponse adjustments; response and nonresponse rates by selected variables for both surveys; and estimates of proportions, standard errors, and design effects for both sophomore and senior cohorts. (BS)

Gray, Peter J.
Microcomputers and Evaluation Research: Potential Benefits and Problems. Paper and Report Series, No. 98.
Northwest Regional Educational Lab., Portland, OR. Research on Evaluation Program.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- May 84
NOTE- 21p.
CONTRACT- 400-80-0105
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Computer Software; Data Analysis; Data Collection; *Evaluation Methods; Human Factors Engineering; *Microcomputers; Organizational Climate; *Research Methodology; Research Problems; Research Proposals; Research Reports

This paper deals with two questions: (1) what are the the applications that might be made of microcomputers in evaluation? and (2) what are the kinds of problems (personnel, organizational, and technical) that must be overcome if microcomputers are to be used effectively? The applications include proposals and planning, management, data collection, data analysis and interpretation, and reporting. Several types of microcomputer software could be used in these applications: word processing, data bases, test generations, calculation or statistical analysis, graphic presentation, and telecommunications. The ways in which these types of software can be effectively used in evaluation activities are discussed in the first part of this report. The second part addresses the personnel, organizational, and technical issues surrounding microcomputer use. In addressing these issues in their own setting, and by following a systematic, problem-solving approach to their own use of microcomputers, evaluation researchers can gain knowledge and skills needed to help others as well. (BW)

ED 249 273 TM 840 629

Regents Examinations & Competency Tests: School Administrator's Manual. 1983 Edition.

New York State Education Dept., Albany. Bureau of Elementary and Secondary Testing Programs.

PUB DATE- 83
NOTE- 62p.; Supersedes ED 208 058.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- College Entrance Examinations; Disabilities; English (Second Language); *Graduation Requirements; *Minimum Competency Testing; Scoring; Secondary Education; *State Programs; *Testing; *Testing Programs
IDENTIFIERS- New York; *New York State Regents Examinations

Intended for use by school administrators, guidance counselors, teachers, and proctors, this manual contains general information on Regents examinations and competency tests. Specifically, the regulations and procedures for ordering, administering, rating, and reporting results of these examinations are described. Information is also included about Regents credit and Regents endorsement of local diplomas. The appendices include information about Scholastic Aptitude Test and American College Testing Program scores acceptable for meeting competency requirements for a local diploma, College Board Achievement Test scores acceptable for meeting requirements for a Regent diploma, samples of English as a Second Language tests, and suggested use of alternative testing techniques based upon learner characteristics. (BW)

ED 249 318 UD 023 825

Bombas, Leonidas C.
Greeks in Canada (an Annotated Bibliography).
Hellenic Psychological and Pedagogical Inst. of Montreal (Quebec).
PUB DATE- Sep 84
NOTE- 143p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Greek Americans; *Immigrants; Sociocultural Patterns
IDENTIFIERS- *Canada

This bibliography on Greeks in Canada includes annotated references to both published and (mostly) unpublished works. Among the 70 entries (arranged in alphabetical order by author) are articles, reports, papers, and theses that deal either exclusively with or include a separate section on Greeks in the various Canadian provinces. (GC)

Peace and Security: The United Nations and National Interests. Report of the United Nations of the Next Decade Conference (19th, Cape Cod, Massachusetts, June 17-22, 1984).

Stanley Foundation, Muscatine, Iowa.
PUB DATE- Jun 84
NOTE- 44p.
AVAILABLE FROM- Stanley Foundation, 420 East Third St., Muscatine, IA 52761 (free).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Case Studies; Conflict Resolution; *Foreign Policy; International Organizations; *International Relations; *National Security; *Peace; World Problems
IDENTIFIERS- *United Nations

Knowing that national leaders frequently make decisions based on perceptions of their country's interests, the 1984 conference focused on national interests in turning to the United Nations. Through the use of case studies, participants examined the performance of the UN system and the consequences of member nations ignoring their obligation to resolve disputes peacefully. Lessons were drawn from the study of actual conflicts: chiefly, that the United Nations can be used more effectively to prevent conflict than to rectify the damage done after hostilities have broken out (although through peacekeeping efforts, it can play a role then too). Participants also identified some procedures, which member nations should support because they are in their best interests, to strengthen the United Nations. After taking this realistic look at the United Nations, the participants reached the same conclusions as their counterparts at previous conferences: the United Nations is indispensable and offers the best chance to maintain peace and security. Yet, the benefits of using and strengthening the United Nations will be realized only to the extent that nations develop the will to do so. (Author)

ED 249 154 SO 015 940

Rammage, Alix
Ashanti & Hausa Pottery. A Handbook. Second Edition.
City of Birmingham Polytechnic (England). Dept. of Art.
PUB DATE- 81
NOTE- 110p.; Developed by the Ethnographic Resources for Art Education Project and The Pottery Cultures Project. For related documents on pottery, see SO 015 941-942. Illustrations may not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *African Culture; African History; Art Activities; *Art Education; Art History; *Ceramics; Cross Cultural Studies; Cultural Background; *Cultural Education; Cultural Traits; *Design Crafts; Elementary Secondary Education; Folk Culture; Tribes
IDENTIFIERS- *Ghana; *Nigeria; West Africans

One of three handbooks dealing with pottery traditions from around the world, this packet draws together information about historical, ethnographic, and pottery traditions of two contrasting cultures, the Ashanti of Ghana and the Hausa of Nigeria. The first of two major sections focuses on Ghana. Background information includes subsections on Ghana's topography, climate, economy, and people; the history of the Ashanti; the Ashanti Union of Akan States; and the anti-slavery movement. Subsequent subsections focus on techniques of manufacturing Ashanti pottery, including clays used and types of implements, steps involved in making the pots, uses of decorated ware, firing sequence used, heat resistance, and characteristics of Ashanti blackware. A typology is followed by an examination of religion and taboos surrounding Ashanti pottery. The second major section focuses on Nigeria, with similar coverage of topography, climate, economy, people, and history of the Hausa. An examination of Hausa pottery includes a discussion of clays and implements, making the pots, burnishing and decoration, firing sequence, and typology. Representational art and proverbs and West African recipes are followed by a list of resources, including African and general films, filmstrips, useful addresses, publications, and an illustrated list of pottery described in the handbook. The document concludes with student worksheets which demonstrate techniques and ideas for working with clay. (LH)

ED 249 229 TM 840 439

Johnson, Sylvia T.
The Test, the Tested, and the Test-Taking: A Model to Better Understand Test Performance.
PUB DATE- Apr 84
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Models; *Performance Factors; Student Characteristics; Testing; Testing Problems; *Test Results; Tests

A model is presented in which a test score is influenced by three factors: (1) the test itself, including the nature of the item tryout samples, the nature of the standardization group, the item scaling model and methods, the manner of item subset generation, logical strategies in test building, the format of questions, the test appearance, item content and features, and the choice of criterion; (2) characteristics of those taking the test, including race and racism, sex and sexism, motivation, socioeconomic status, school experiences, home experiences, ways of thinking, and interests and preferences; and (3) the setting and administrative procedures used in the testing, including personal characteristics of the tester, expectancies and beliefs of the tester, the physical surroundings, the mode of test preparation, and the timing or pacing of presentation. These factors affecting the test score may interact in complex ways. Part of the influence on test score is intentional and valid, and attempts are made to control other aspects. Many aspects, however, cannot be controlled. Yet, all need to be recognized as potential components of the score obtained. (BW)

ED 249 290 TM 840 650

Welch, Wayne W., Ed.
Educational Evaluation: Recent Progress, Future Needs. Proceedings of the Minnesota Evaluation Conference (May 1980).
Minnesota Research and Evaluation Center, Minneapolis.
PUB DATE- Feb 81
NOTE- 55p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Educational Testing; *Evaluation; Evaluation Methods; *Evaluators; *Professional Occupations; Program Evaluation; Standards; Training; Trend Analysis
IDENTIFIERS- Evaluation Problems

These proceedings include four papers on the status of evaluation Michael Scriven ("Evaluation: The State of the Science") examines the general picture of evaluation, identifies a number of trends in the field, and presents several new evaluation concepts. Included are discussions of "responsibility evaluation," "value phobia," the worth/merit distinction, apportioning, and the macro-micro evaluation distinction. Nick Smith ("The Progress of Evaluation: Rounding the First Bends in the River") argues that the field is insecure; it has a short history, is based on a small sample of phenomena, covers only a small part of a complex field, and is influenced by rare events. In spite of these concerns, he believes that evaluation is developing a new professional identity. W. James Popham ("Crumbling Conceptions of Educational Testing") admonishes evaluators to recognize the changes that have been occurring in the testing world. He presents five commonly-held but false conceptions which threaten testing and evaluation programs, and offers advice on how these threats can be addressed. Daniel Stufflebeam ("Standards, Research, and Training: Three Priorities for Professionalizing Educational Evaluation") asserts that, in order to build a more stable base of knowledge, work is needed in three areas: reseach, training, and professional standards. Standards are needed as ethics of conduct, research is required to understand the complex structures and relationships of the discipline, and training is vital to ensure the professional stature of the field. (BW)

ED 249 333 UD 023 848

Oversight of Native Hawaiian Education. Hearing before the Select Committee on Indian Affairs, United States Senate, Ninety-Eighth Congress, Second Session on the Oversight of Native Hawaiian Education, March 21, 1984, Washington, DC.

Congress of the U.S., Washington, D.C. Senate Select Committee on Indian Affairs.

REPORT NO.- S.-Hrg.-98-876
PUB DATE- 21 Mar 84
NOTE- 185p.; Numerous sections may be marginally legible due to small or light print. For a related document, see UD 023 823.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- American Indians; Educational Legislation; Educationally Disadvantaged; *Educational Needs; Elementary Secondary Education; *Federal Aid; *Federal Legislation; *Federal Programs; *Hawaiians; Hearings; Public Policy; Socioeconomic Status
IDENTIFIERS- Hawaii; *Indian Education Act 1972; *Native Hawaiian Education Assessment Project

This is the transcript of the second session of the Senate hearings on native Hawaiian education held in March 1984. The hearings in this volume explore the possibility of including Native Hawaiians under the definition of "Native American" in the Indian Education Act. The volume contains: (1) a prepared statement by Myron B. Thompson, trustee of the Kamehameha Schools (reviewing the Native Hawaiian Education Project); (2) a prepared statement by Georgiana K. Padeken, Chairman of the Department of Home Lands, State of Hawaii (with a number of attachments that provide information on the educational needs and status of Native Hawaiians); (3) statements by Daniel K. Akaka, congressman from Hawaii, and James Kapaialii Scott, doctoral candidate in education; (4) statements by Winona E. Rubin, chief executive officer of Alu Like, Inc. (giving demographic and socioeconomic information on the Hawaiian population); (5) a statement by Haroldeen Wakida, president of the Hawaii State Teachers Association; (6) statements by Joseph Kealoha, chairperson of the board of trustees, Office of Hawaiian Affairs (with attachments regarding educational policy issues); and (7) brief closing remarks by Senator Spark Matsunaga and Congressman Cecil Heftel, both of Hawaii. (GC)

ED 249 168 SO 015 963

Ballantine, Jeanne, Ed.; And Others

Teaching the Sociology of Education. (Revised Edition). Instructor Survey, Syllabi, Text Reviews, Teaching Aids for Courses in Sociology of Education and Social Foundations of Education. Resource Materials for Teaching.

American Sociological Association, Washington, D.C.

PUB DATE- 84

NOTE- 167p.; For related teaching resources, see SO 015 958-968.

AVAILABLE FROM- ASA Teaching Resources Center, 1722 N St., N.W., Washington, DC 20036 ($10.00).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Audiovisual Aids; Course Content; *Course Descriptions; Curriculum Guides; Educational History; *Educational Sociology; Graduate Study; Instructional Materials; Learning Activities; Postsecondary Education; Student Projects; Teaching Guides; Textbook Evaluation; Textbooks; Undergraduate Study

One of a series of resources for teaching sociology at the postsecondary level, this volume contains course aids and sample syllabi for courses in educational sociology. Material is divided into six sections. Section I contains background information about the guide. Section II describes the nature of sociology of education courses. The definition provided is based on information gathered from a survey of sociology of education instructors. Section III, course aids, is divided into subsections covering print resources; assignments, projects, and exercises; textbooks, textbook reviews, and required readings from syllabi; and films, video tapes, and distributors. Thirteen syllabi for teaching the sociology of education at the graduate and undergraduate level are provided in section IV. Syllabi were selected from colleges and universities around the nation. Information provided generally includes a course overview, goals and objectives, required and suggested reading, a course outline, and assignments. Names and addresses of contributors are provided in Section V. Section VI, an appendix, contains the questionnaire used for surveying sociology of education and social foundations course instructors. (LP)

ED 249 183 SP 025 057

Davidman, Leonard
Learning Style and Teaching Style Analysis in the Teacher Education Curriculum: A Synthesis Approach.
PUB DATE- 84
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Cognitive Style; *Comparative Analysis; Higher Education; Individualized Instruction; *Learning Strategies; Preservice Teacher Education; Teacher Behavior;

*Teacher Education Curriculum; Teacher Student Relationship; *Teaching Styles

Learning style based education (LSBE) is an instructional approach which forms the basis for a new teaching technique, learning style informed instruction (LSII). LSBE is a special form of individualized instruction in which the instructional decisions teachers make about specific students are heavily influenced by knowledge of the characteristic cognitive, affective, and physiological behaviors that serve as relatively stable indicators of how learners perceive, interact, and respond to the learning environment. LSII is a form of instruction in which teachers collect and make use of learning style data on their students (collected by learning style instruments and/or teacher observations) only when they consider it sensible to do so. This allows teachers to match their own teaching style with their students' learning style without attempting to create optimal matches between all relevant characteristics of all students at all times. A description is given of how this synthesis approach is currently being employed in a course for prospective elementary school teachers. Included in this discussion is a copy of the Learning Style/Teaching Style Analysis Worksheet, which is used by student teachers to clarify their understanding of their own cognitive style and that of their pupils. (JD)

ED 249 200 SP 025 283

Edelfelt, Roy A.; Johnson, Margo
The Experience of Higher Education with Teacher Centers.
American Association of Colleges for Teacher Education, Washington, D.C.; Glassboro State Coll., N.J. Southern New Jersey Regional Teacher Center.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 84
NOTE- 89p.

GRANT- G007804056
AVAILABLE FROM- American Association of Colleges for Teacher Education, One Dupont Circle, Suite 610, Washington, DC 20036 ($6.00).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College School Cooperation; *Cooperative Programs; Federal Government; Government Role; Higher Education; Inservice Teacher Education; Interprofessional Relationship; Program Development; *Program Effectiveness; *Teacher Centers

Five institutions of higher education having federally-funded teacher centers are examined in this monograph. Observation visits were made to the centers, and personnel from the teacher center, the university, and the public schools were interviewed. The study sought information on the use of the university's resources, interaction among professors and teachers, and the teacher center as an asset to the university. The five case studies approached the basic questions from different angles: (1) "Institutionalizing a University-Based Teacher Center--Chicago Teachers' Center, Northeastern Illinois University"; (2) "Connecting Professors and Teachers--Hernando County Teacher Education Center, University of South Florida"; (3) "Reshaping a Teacher Center after Federal Funding--Madison County Teacher Center, Southern Illinois University at Edwardsville"; (4) "Taking a Teacher Center to a School--Pittsburgh Area Center for Teachers, Carnegie-Mellon University"; and (5) Improving High School Teaching"--San Fernando Valley Teacher Center, California State University at Northridge." The final chapter includes a brief description of each center and a summary of data from the five sites. (JD)

ED 249 215 SP 025 343

Wood, Frank H.
Formal Observation of Students' Social Behavior.
Minnesota Univ., Minneapolis. National Support Systems Project.
SPONS. AGENCY- Office of Special Education and Rehabilitative

Services (ED), Washington, DC. Div. of Personnel Preparation.
PUB DATE- Dec 80
NOTE- 96p.; For other modules in this series, see ED 238 844 and SP 025 332-354. For the genesis of these modules, see ED 186 399. Reviewed by K. Charlie Lakin.
GRANT- OEG007902045
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Classroom Observation Techniques; Higher Education; Interpersonal Competence; Learning Modules; *Mainstreaming; Preservice Teacher Education; *Social Behavior; Student Behavior; *Teacher Education Curriculum; *Teacher Educators
IDENTIFIERS- Education for All Handicapped Children Act

This module (part of a series of 24 modules) is on teachers' use of systematic observation records of social behavior to aid in assessing students' special needs and in evaluating the effects of specific programs. The genesis of these materials is in the 10 "clusters of capabilities," outlined in the paper, "A Common Body of Practice for Teachers: The Challenge of Public Law 94-142 to Teacher Education." These clusters form the proposed core of professional knowledge needed by teachers in the future. The module is to be used by teacher educators to reexamine and enhance their current practice in preparing classroom teachers to work competently and comfortably with children who have a wide range of individual needs. The module includes objectives, scales for assessing the degree to which the identified knowledge and practices are prevalent in an existing teacher education program, and self-assessment test items. Journal articles are appended expanding on the topic of formal observation of students' social behavior. (JD)

ED 249 258 TM 840 601

Gibbons, Michael
School Improvement Program. Final Evaluation Report.
Columbus Public Schools, OH. Dept. of Evaluation Services.
PUB DATE- Jul 83
NOTE- 95p.; Small print in Appendix E.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; Achievement Gains; *Basic Skills; Elementary Secondary Education; Expectation; *Inservice Teacher Education; *Instructional Improvement; Needs Assessment; Parent Attitudes; Pretests Posttests; *Program Evaluation; School Districts; *School Effectiveness; Test Results
IDENTIFIERS- *Columbus Public Schools OH

A School Improvement Program (SIP) was piloted at five schools of the Columbus Public Schools during 1982-83. The SIP had as its focus the improved pupil acquisition of basic skills through inservice support for professional staff at the building level in the characteristics of instructionally effective schools. Five evaluation objectives received technical support: needs assessment, survey of parents, inservice for teachers, Teacher Expectations and Student Achievement (TESA) inservice for teachers, and measures of overall program effectiveness (achievement test scores). The results of these evaluations are reported here. A large percent of the parents believed that the SIP helped their children. The inservice sessions were rated as successful, and participants indicated that they applied specific strategies in their work. Participants were also satisfied with the TESA inservice programs. Student achievement in both arithmetic computation and reading comprehension improved more than is usually expected. (BW)

ED 249 274 TM 840 630

Klein, Stephen P.
Relationship of Bar Examinations to Performance Tests of Lawyering Skills. Rand Paper Series.
Rand Corp., Santa Monica, Calif.
REPORT NO.- RAND/P-6895
PUB DATE- Jul 83

NOTE- 10p.; Research was supported by the National Conference of Bar Examiners and the Committee of Bar Examiners of the State Bar of California.
AVAILABLE FROM- Publications Department, The Rand Corporation, 1700 Main Street, P.O. Box 2138, Santa Monica, CA 90406-2138 ($4.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; Assessment Centers (Personnel); Comparative Analysis; Higher Education; *Lawyers; *Objective Tests; *Occupational Tests; *Performance Tests; Scoring; Test Validity
IDENTIFIERS- *Multistate Bar Examination

The relationship between scores on a typical bar exam and the ability to practice law was investigated with 485 applicants who took the bar exam and a 2-day performance test involving basic oral and written legal tasks. These tasks consisted of simulated cases; each participant functioned as the attorney for the plantiff in one case and as the attorney for the defendant in another case. The oral task performances were videotaped for later evaluation. The results indicated that parallel forms of psychometrically sound performance tests of important lawyering skills can be constructed, administered under standardized and secure test conditions, and scored reliably. The findings also suggest that the skills and abilities measured by the performance tests were similar but not identical to those measured by the regular bar exam. (Author/BW)

ED 249 304 UD 023 755

Bourque, Susan C.
Peru: Affirmative Action for the Majority.

PUB DATE- May 84
NOTE- 40p.; For conference proceedings, see UD 023 748.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Affirmative Action; Economic Opportunities; Equal Education; *Ethnic Discrimination; Ethnic Groups; *Ethnic Relations; Foreign Countries; *Government Role; Indigenous Populations; Political Attitudes; *Poverty; Public Policy; Social Discrimination; Social Problems
IDENTIFIERS- *Peasants; *Peru

This paper discusses affirmative action in Peru and considers what the government must do to solve the inferior status of the Indian majority. Ethnically and geographically diverse, Peru's population is said to be marked by inequities in wealth, education, and employment. The policies developed by Peruvian governments over the past 20 years to deal with these problems are analyzed. The first regime of Fernando Belaunde Terry (1963-68) is contrasted with the revolutionary military government of Juan Velasco (1968-75) and Morales Bermudez (1975-80). Three specific concerns are addressed: (1) policy innovation and its motivation; (2) the complexities of the implementation process; and (3) intended and unintended outcomes on Indian peasants and women. The paper reports that by the mid-1970s, a series of affirmative action efforts were undertaken by Peruvian governments, but considers that not all of these have been successful. One reason for failure cited is the difficulty of implementation in a developing country where inequalities are complex and government resources are limited. Although inequalities are viewed as having lightened somewhat in the last 20 years, it is argued that the government has yet to overcome such problems as choosing between redistributing and growth, cultural pluralism, the complexity of land tenure patterns, political constraints, and the weakness of institutional structures upon which affirmative action programs were built. In conclusion, some theoretical questions are posed for comparative studies of affirmative action. (KH)

ED 249 319 UD 023 826

Fordham, Signithia
Cultural Inversion and Black Children's School Performance.
PUB DATE- Dec 82
NOTE- 32p.; Paper presented at the annual meeting of the American Anthropological Association (81st, Washington, DC, December 3-7, 1982).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Black Students; *Cultural Influences; Elementary Secondary Education; *Group Unity; *Identification (Psychology); Social Theories; *Student Attitudes
IDENTIFIERS- *Cultural Inversion

This paper is concerned with the relationship between black adolescents' performance on school measures of success, particularly as this performance is perceived to be indicative of their intellectual and academic capabilities and their group identity. The paper's basic premise is that many black adolescents have made the decision not to seek assimilation into the dominant structures of the social system; rather, they adopt "cultural inversion," a cultural innovation in which group solidarity, advancement, and identity take precedence over individual achievement and/or mobility. First, theoretical and ethnographic literature on how a social group might respond to domination is reviewed. The educational implications of cultural inversion are then discussed from a cross-cultural perspective. Following this, it is asserted that cultural inversion is a prevalent response of black adolescents in the school context, and that it has widespread implications in that it reinforces and encourages "nonlearning." Ethnographic evidence is presented to support this assertion. In conclusion, the paper suggests that the phenomenon of cultural inversion may explain why remedial programs, including school desegregation which is intended to eliminate cultural groups, do not facilitate higher school performance. (Author/GC)

Adams, Lowell W.
Guide to Urban Wildlife Management.
48p. 1mf. L2 ED 249 042
Urban Wetlands for Stormwater Control and Wildlife Enhancement.
19p. 1mf. L2 ED 249 041

Adamson, Peter
The State of the World's Children 1982-83.
p. 37mf. L3 ED 248 946

Addelston, Lorraine W., Ed.
Guide to Accountability Relationships in Our Criminal Justice System.
69p. 1mf. L2 ED 248 594
Guide to Our Criminal Justice System. Volume I .
17p. 1mf. L2 ED 248 592
Guide to Our Juvenile Delinquent System: The Family Court and the Juvenile Transgressor. Volume II .
12p. 1mf. L2 ED 248 593

Adelman, Clifford
The Standardized Test Scores of College Graduates, 1964-1982.
101p. 2mf. L1 ED 248 827

Aitken, Larry P.
Higher Education Study of Minnesota Chippewa Tribal Students.
16p. 1mf. L1 ED 249 013

Albritton, Thomas
Review of Recent Literature on the Effects of Class Size, with Implications for English and Language Arts Instruction.
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Alexander, Clara Franklin
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Allen, Anthony James
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Allen, JoBeth
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Alliger, R. J.
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Allington, Richard L.
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Allred, Ruel A.
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Amberg, Julie S.
Comparison of Grammatical Errors of Developmental English and ESL Advanced Level Students.
31p. 1mf. L1 ED 248 711

Amoroso, Henry C., Jr.
On Becoming Literate: Personal Perspectives.
15p. 1mf. L1 ED 248 410

Anders, Patricia L., Ed.
Research on Reading in Secondary Schools. A Semi-Annual Report. Monograph Number 10-11.
156p. 2mf. L1 ED 248 496

Anderson, Kaye
Orienting Your Student Teacher. Professional Development Series for Supervising Teachers, 1.
16p. 1mf. L1 ED 249 180

Anderson, Richard C.
Interestingness of Children's Reading Material. Technical Report No. 323.
30p. 1mf. L1 ED 248 487

Anderson, Ronald E.
Computer Inequities in Opportunities for Computer Literacy.
14p. 1mf. L1 ED 249 293

Areson, Ann H.
Conceptual Framework for Foundations.
58p. 1mf. L1 ED 248 647

Areson, Ann H., Ed.
Teaching, Learning and Development: Volume II.
365p. 4mf. L1 ED 248 654
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